

**THE CORRELATION BETWEEN STUDENTS' TOEFL AND
GPA SCORES OF ENGLISH EDUCATION STUDY PROGRAM
AT IAIN PALANGKA RAYA**

THESIS



**BY
ANISA RAHMADHANI
SRN. 1501121054**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
LANGUAGE EDUCATION DEPARTEMENT
STUDY PROGRAM OF ENGLISH EDUCATION
1440 H / 2019 M**

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THESIS

Presented to
State Islamic Institute of Palangka Raya
in partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education



BY

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SRN. 1501121054**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
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ADVISOR APPROVAL

Thesis Title : **THE CORRELATION BETWEEN STUDENTS' TOEFL AND GPA SCORES OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN PALANGKA RAYA**

Name : Anisa Rahmadhani

SRN : 1501121054

Faculty : Teacher Training and Education

Departement : Language Education

Study Program : English Education

This is to certify that the thesis has been approved by the thesis advisors for Thesis Examination/*munaqasah* by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, May 9th 2019

Advisor I,



Hj. Apni Ranti, M.Hum
ORN. 198101182008012013

Advisor II,



Santi Erliana, M.Pd
ORN. 198012052006042003

Acknowledged by :

Vice Dean in Academic Affairs



Dr. Hj. Rodhatul Jennah, M.Pd.
ORN.196710031993032001

Chair,
Departement Of Language Education



Santi Erliana, M.Pd.
ORN. 198012052006042003

PERSETUJUAN SKRIPSI

Judul skripsi : **KORELASI ANTARA NILAI TOEFL DAN IPK MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS DI IAIN PALANGKA RAYA**

Name : Anisa Rahmadhani

NIM : 1501121054

Fakultas : Tarbiyah Dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa

Program Studi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi ini telah di setujui oleh pembimbing skripsi untuk disidangkan oleh tim penguji skripsi Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, 9 Mei 2019

Pembimbing I,



Hj. Apni Ranti, M.Hum
NIP. 198101182008012013

Pembimbing II,



Santi Erliana, M.Pd.
NIP. 198012052006042003

Mengetahui:

Wakil Dekan
Fakultas Tarbiyah Dan Ilmu Keguruan



Dr. Hj. Rodhatul Jennah, M.Pd.
NIP. 196710031993032001

Ketua
Jurusan Pendidikan Bahasa



Santi Erliana, M.Pd.
NIP. 198012052006042003

THESIS APPROVAL

Thesis Title : The Correlation between Students' TOEFL and GPA Scores of English Education Study Program at IAIN Palangka Raya

Name : Anisa Rahmadhani

NIM : 1501121054

Faculty : Teacher Training and Education

Departement : Language Education





Study Program : English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/*Munagasyah* on:

Day : Friday

Date : May, 24th 2019

BOARD OF EXAMINERS

1. Sabarun, M.Pd (Chair/Examiner) 
2. Luqman Baehaqi, S.S, M.Pd (Main/Examiner) 
3. Hj. Apni Ranti, M.Hum (Examiner) 
4. Santi Erliana, M.Pd (Secretary/Examiner) 

Approved by :
Dean Faculty of Teacher Training and Education




Dr. H. Rodhatul Jennah, M.Pd.

196710031993032001

OFFICIAL NOTE

Palangka Raya, May 9th 2019

Hal : **Examination of
Anisa Rahmadhani's Thesis**

To
The Dean of Faculty of Teacher
Training and Education of State
Islamic Institute of Palangka Raya

in-
Palangka Raya

Assalamu'alaikum Wr. Wb

By reading and analyzing of this thesis, we think the thesis in the name of:

Name : Anisa Rahmadhani
SRN : 1501121054
Thesis Title : **THE CORRELATION BETWEEN STUDENTS' TOEFL AND GPA
SCORES OF ENGLISH EDUCATION STUDY PROGRAM AT IAIN
PALANGKA RAYA.**

Can be examined in partial fulfillment of the requirements of the Degree of *Sarjana Pendidikan* in The Study Program of English Education of The Language Education of The Faculty of Education and Teacher Training of State Islamic Institute of Palangka Raya.
Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Advisor I,

Advisor II,



Hi. Apni Ranti, M.Hum
ORN. 198101182008012013



Santi Erliana, M.Pd
ORN. 198012052006042003

MOTTO AND DEDICATION

“.....Allah does not charge a soul except (with that within) its capacity.....”

(Q.S Al- Baqarah (286): 2)



This Thesis is dedicated to:

My beloved Father Mr. Syafruddin and my Mother Mrs. Hayati for their valuable endless prayer, sacrifice, and support also for all my brothers, Sufianur, Akhmad Fauzi, Riyad Sholihin. Then, for my beloved friends PBI'15 especially Bee, Anis and Lydia, and my friends in SEMA Institute and Independent Course.

DECLARATION OF AUTHORSHIP

Name : Anisa Rahmadhani
 SRN : 1501121054
 Faculty : Teacher Training and Education
 Departement : Language Education
 Study Program : English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any person, nor does it include, with due acknowledgment, the work of any other person.
3. If at later time it is found that this thesis is a project of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, May 9th 2019

Yours Faithfully,



Anisa Rahmadhani
 SRN. 1501121054

ABSTRACT

Rahmadhani, A. 2019. *The Correlation between Students' TOEFL and GPA Scores of English Education Study Program at IAIN Palangka Raya*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Hj. Apni Ranti, M.Hum; (II) Santi Erliana, M.Pd

Key Words: correlation, TOEFL, GPA

The aim of the research was to find out the correlation between students' TOEFL and GPA scores of English education study program at IAIN Palangka Raya on academic year 2015. This study focus to find out the correlation between students' TOEFL and GPA scores from English components and skill courses and namely Speaking, Reading, Writing, Listening, Grammar, Pronunciation, and Vocabulary courses.

The research design was quantitative and the research type was correlation. The data were taken from Administration of English Education Study Program in order to analyze students' GPA and also from Language Development Unit at IAIN Palangka Raya to know the students' TOEFL scores, therefore the researcher used documentation as the instrument of this research. Then, 42 students were taken as the sample of this study, moreover purposive sampling technique was used. In addition, the technique of data analysis used Pearson product moment correlation.

The research findings show that there is moderate positive correlation between students' TOEFL and GPA scores at IAIN Palangka Raya ($r_{xy} = 0.639 > r_{table} = 0.3932$ at 1 %). Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. It can be concluded that the students' GPA scores have positive relationship or influence to students' TOEFL scores.

ABSTRAK

Rahmadhani, A. 2019. *Korelasi antara Nilai TOEFL dan IPK Mahasiswa Program Studi Pendidikan Bahasa Inggris di IAIN Palangka Raya*. Tesis yang tidak diterbitkan. Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Penasihat: (I) Hj. Apni Ranti, M. Hum; (II) Santi Erliana, M. Pd.

Kata kunci: korelasi, TOEFL, IPK

Tujuan dari penelitian ini adalah untuk mencari tahu korelasi antara nilai TOEFL dan IPK mahasiswa program studi pendidikan bahasa Inggris di IAIN Palangka Raya pada angkatan 2015. Fokus studi ini untuk mengetahui korelasi antara nilai TOEFL mahasiswa dan nilai IPK mereka dari mata kuliah komponen bahasa Inggris dan mata kuliah keterampilan yaitu mata kuliah Berbicara, Membaca, Menulis, Mendengarkan, Tata Bahasa, Pengucapan, dan Kosakata dalam Bahasa Inggris.

Desain penelitian adalah kuantitatif dan menggunakan tipe penelitian korelasi. Dalam mengumpulkan data tersebut, peneliti menggunakan dokumentasi dari Administrasi program studi pendidikan bahasa Inggris untuk menganalisa IPK mahasiswa dan juga dari unit pengembangan bahasa di IAIN Palangka Raya untuk mengetahui nilai TOEFL mahasiswa. Kemudian, 42 siswa adalah sebagai sample dari studi ini, lebih lanjut, metode pengambilan sample dalam penelitian ini adalah purposive sampling. Selain itu, teknik analisis data menggunakan korelasi Pearson product moment.

Temuan penelitian menunjukkan bahwa ada korelasi positif moderat antara nilai TOEFL dan GPA mahasiswa di IAIN Palangka Raya ($r_{xy} = 0.639 > r_{table} = 0.3932$ di 1%). Oleh karena itu, hipotesis alternatif (H_a) diterima dan null hipotesis (H_o) ditolak. Dapat disimpulkan bahwa nilai IPK mahasiswa memiliki hubungan positif atau berpengaruh pada nilai TOEFL mereka.

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Thank you for the support, praying, patience, suggestion, correactions, comment, and guidance that help the researcher to finish her thesis. Moreover, the researcher realized that this thesis is could more perpect since nothing is perfect in this world, therefore some constructive critical and suggestions are welcomed, May Allah always bless us. *Aamiin.*

Palangka Raya, May 9th 2019

The researcher,

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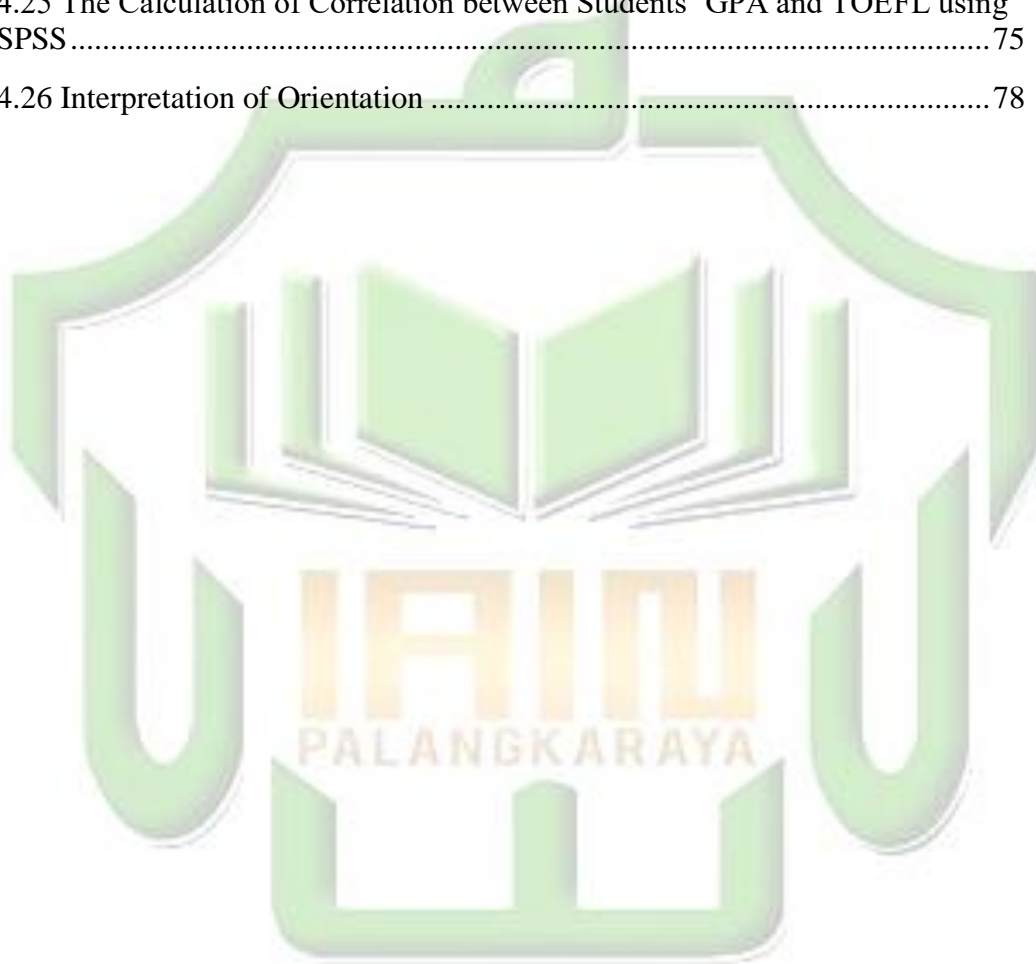
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LIST OF ABBREVIATIONS



GPA	: Grade Point Average
CGPA	: Cumulative Grade Point Average
TGPA	: Term Grade Point Average
TOEFL	: Test of English as Foreign Language
ITP	: Institutional Testing Program
CBT	: Computer Based Test
IBT	: Internet Based Test
PBT	: Paper Based Test
ELP	: English Language Proficiency
EFL	: English Foreign Language
ELL	: English Language Learner
IAIN	: Institut Agama Islam Negeri
H_a	: Alternatif Hyphothesis
H_o	: Null Hyphothesis
CAE	: Comprehensive Assesment Examination
TUTEP	: Tanjungpura University Test of English Proficiency
ETS	: Educational Testing Program
TWE	: Test of Written English
SPSS	: Statistical Package for Social Sciences
SKS	: <i>Satuan Kredit Semester</i>

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, the problem of the study, objective of the study, the hypothesis of the study, assumption, scope and limitation, significance of the study, and definition of key terms.

A. Background of the Study

In Indonesia, English is as a foreign language. Since, in daily life, the environment does not use full English to communicate even in informal or formal situation, except in the special event. Therefore, many people of Indonesian are not conscious of the English role although they have studied it since they were young even from when they in the elementary school (Prastica, 2017, p. 1). Meanwhile, it had been known that, in the country which does not use English as first language, the society have to do the reliable test in order to evaluate their English proficiency.

Therefore, in today's world several university prosecuted the students to follow an English Language Proficiency (ELP) test, especially English Foreign Language (EFL) students' since its a tool to evaluate their English Proficiency. In addition, it is important for them because in some area ELP test could be used as requirement in many aspect such as, requirement for scholarship, to apply for study abroad or even as requirement for pass from their university (Cho & Bridgeman, 2013, p. 422). Those are also as the reason why ELP test usually used to determine the students' success. Abedi (2008, p. 193) argues that English Language

Proficiency (ELP) estimation is still a highly notable side especially for English Language Learners (ELL).

In addition, according to Warfield, Laribee and Geyer (2013, p.191) one of the kinds of English Language Proficiency (ELP) test or language testing is TOEFL (Test of English as a Foreign Language). This test is highly recognized as a standard language testing in English Language and had been internationally recognized and respected. The grade of the TOEFL is mostly used as an indicator in academic life around the world. Al-Rawashdesh as cited in Putri (2018, p. 2) argues that a high TOEFL score is very important. In addition, Ling, Powers, and Adler (2014, p. 13) found that TOEFL test through general English or specific standardized test course can be used to improve English proficiency.

So that every university requires the undergraduate students to take TOEFL test to measure their proficiency in understanding English conversation and English text also in order to develop their undergraduate quality. State of Islamic Institute or IAIN Palangka Raya is one of the state institutions which highly requires the students to achieve the passing grade on TOEFL.

Therefore, students at English Study Programs in IAIN Palangka Raya are not only required to take courses such as Grammar, Listening, Writing, Reading, and Speaking or even other general courses, but also TOEFL (the Test of English as a Foreign Language) test in order to complete their studies and also as the requirement before doing thesis examination or *munaqasah*. The TOEFL PBT was tested by Language

Development Unit at IAIN Palangka Raya. It is an obligation of every student in the English Study Program in IAIN Palangka Raya to pass the minimum TOEFL score at least 500 points. But in fact, this rule makes some students find difficulties in answering TOEFL whereas they are students of English Education Study Program who basically learn English.

Besides, another importance thing that related with students' performance is students' GPA (Grade Point Average), since GPA regarded as a representation of their knowledge, skills, and competence in the discipline that they have learned and as the basis for which students will be judged on the quality of work in their academic career. A lot of investigation in various countries have been conducted in order to determine the use of GPA such as Cohn, Balch & Bradley (2004) and aslo Dietz (2006) and those all have found that GPA has strong positive predictive power on student's undergradaute succes and its useful for many aspects likes as the requirement for students to graduate, a standardized requirement for students' scholarship, the criteria for joining research program, the requirements to continue undergraduate and graduate programs. In short, GPA in many countries is one of the most important factors that impact students' success and performance universally (Nodoushan, 2009). Cabrera, La Nasa and Burkum (2005) stated that besides other college matters, GPA is still the influential determinant of students graduation.

Nevertheless, despite many studies have been carried out around the world on the correlation between students' TOEFL score and GPA,

such as study from Putri (2018) who was found that there is positive correlation between students TOEFL and GPA scores, in addition, a study by Ghenghest (2015) showed that there is a significant but moderate positive relationship between students' proficiency in English which measured by TOEFL test and their overall academic performance which measure by students' GPA score. Moreover, Cho and Bridgeman (2012) also did a research about the relationship of TOEFL iBT scores to academic performance which is from students' GPA score from American universities and indicated that students with higher TOEFL iBT scores tended to earn higher GPA. It could be conclude that this issue not only happen in Indonesia especially at IAIN Palangka Raya, but also in another countries and universities in the world. On the other hand, no research has been conducted at IAIN Palangka Raya on the relationship between students' TOEFL and GPA scores in order to field the gap from the previous studies.

Related with those information both of TOEFL test and GPA, and based on informal interview a lot of people expect that English students who have high GPA score will also have high TOEFL score because from their GPA score others people can know that their academic performance in class when they are learn English is great, which is English students mostly learn about English meanwhile TOEFL score that basically is test of English language. On the other hand, not many students of English Education Study Program can pass the TOEFL score with 500 points in the first time.

Therefore, to clarify this issue and consider with the important of both English language proficiency which measured by TOEFL and students English academic performance as measured by GPA, the researcher intends to conduct a research about the correlation between students TOEFL score and GPA and focus on TOEFL PBT because regard with Language Development Unit at IAIN Palangka Raya which use that kind of TOEFL test. The PBT (paper-based test) is one of TOEFL test that made to quantify students English proficiency that consists of listening comprehension, grammar, and written expression and reading (Abunawas, 2014). The researcher aims to conduct research entitled: **THE CORRELATION BETWEEN STUDENTS' TOEFL AND GPA SCORES OF ENGLISH STUDY PROGRAM AT IAIN PALANGKA RAYA.**

B. Problem of the Study

Based on the background of the study above, the problem of this study formulate with the question “Is there any correlation between students' TOEFL and GPA scores of English Education Study Program on academic year 2015 at IAIN Palangka Raya ?”.

C. The objective of the Study

Based on the research problem of the study above, the objective of this study is to find out the correlation between students' TOEFL and

GPA scores of English Education Study Program on academic year 2015 at IAIN Palangka Raya.

D. The Hypothesis of the Study

1. Alternative hypothesis (H_a): there is a positive correlation between students' TOEFL and GPA scores of English Education Study Program on academic year 2015 of IAIN Palangka Raya.
2. Null hypothesis (H_o): there is no positive correlation between students' TOEFL and GPA scores of English Education Study Program on academic year 2015 of IAIN Palangka Raya.

E. Assumption

This study is conducted on the assumption that if students of English Education Study Program on academic year 2015 of IAIN Palangka Raya have good GPA score then they will also have high TOEFL score.

F. Scope and Limitation

This study belongs to quantitative approach especially correlation design. This study focuses on determining the relationship between student's TOEFL score and their GPA score. This study was limited to students of English Education Study Program who have already taken

TOEFL PBT from Language Development Unit in IAIN Palangka Raya, as a requirement for thesis examination. Therefore, the sample of this study was limited to students of English Education Study Program on academic year 2015 on 8th semester because students should do TOEFL test in that semester and researcher choose students in the academic year 2015 since they as the recent students who do the TOEFL PBT test. So that the researcher used total population sampling to take the participants or sample and the researcher only measure the students' first score of TOEFL test because many students have to follow TOEFL test in several times to pass with 500 scores. Putri (2018) argues that the students' first TOEFL score is more accurate. In addition, the researcher only measures their GPA score from English courses, such as Listening, Reading, Speaking, Writing, Grammar, Vocabulary, and Pronunciation.

G. Significance of the Study

This study was expected to give worthy contribution, because regarding to the gap of previous studies such as from Martirosyan, Hwang, and Wajohi (2015) who did the same topic with this study but they were used ex-post facto design and its need one year in order to collect the data. In addition, a study by Wait and Gressel (2009) who did a research with heterogen participants. Meanwhile, Putri (2018) and Wijaya, Sudarsono, and Regina (2015) who did the same research but not measured all English courses. On the other hand, this research expected to give better performance with measured all English courses and used

appropriate design which is correlation type and with homogen participants since it was a requirement for collect data in correlation design. Moreover, the information of the importance both TOEFL and GPA scores or the result of this study expected to be useful for students in order to make they prepare the TOEFL test well and also for lecturers this study could as they consideration to put TOEFL material in their courses, and for other researchers this study could as references and give the positive contribution and information.

H. Definition of Key Terms

There are some key terms used in this proposal, so to make the readers understand, the researcher tries to give the definition of key terms as follow:

1. TOEFL

TOEFL (The Test of English as a Foreign Language) is a test which as one of the most commonly used around the world in order to measures non-native English speakers' in their English proficiency.

2. GPA

A grade point average (GPA) is a number representing the average value of the accumulated final grades earned in courses over time.

3. Correlation

Correlation is one of the research design from a quantitative approach which is the aims to determine the relationship between two or more variables.

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses the related study, the nature of TOEFL and also the types, the TOEFL testing area, TOEFL test in IAIN Palangka Raya, academic system in IAIN Palangka Raya, the nature of GPA and the types, the nature of correlation design.

A. Related Studies

There are some previous studies which have a correlation with this study. The first is a study by Wait & Gressel (2009), entitled “*Relationship Between TOEFL Score And Academic Succes For International Engineering Students*”. The primary focus of this study is to understand the effect of the TOEFL score on academic performance. This study was quantitative study based on linear and logistic regression analyses. The participants were from American-style university located in the United Arab Emirates, moreover 75.4 percent of students were from Middle Eastern/North African nationals and 24.6 percent who are not. The participants were students from engineering, business, and arts majors'. In

order to investigate the relationship between TOEFL score and academic performance the researcher included five primary consideration of this study, those are students overall GPA, students' GPA score from engineering course, students' GPA score from humanities GPA, Comprehensive Assessment Examination (CAE) pass rate and graduation rate. The result of the study found that academic performance is less dependent on English language proficiency for the engineering students. On the other hand, students performance in English, History, and Social Sciences courses is more strongly by increases in the TOEFL score than their performance in engineering classes.

The similarities this study with the researcher is both also looking for the correlation between students academic performance which measured by GPA and students English proficiency as measured by TOEFL score. Moreover, the difference in this study is from the participants. Wait and Gressel as the authors focused on Engineering students. Meanwhile, in this case, the researcher focus on students in English Education Study Program.

Second, Sahragard, Baharlo & Soozandehfar (2011), with a study entitled *"A Closer Look at the Relationship between Academic Achievement and Language Proficiency among Iranian EFL Students"*. This research is about the correlation between academic achievement which is can be known by students' GPA score and language proficiency which measured by TOEFL. The sample of this study were from English Literature students at the Shiraz University of Iran. The data in this study

were collected through Test of English as a Foreign Language (TOEFL) which is included 60 items. The items are multiple choice types. The test consists of 15 structure items, 15 written expression items, and 30 reading comprehension items, and the data calculated by using Pearson Product Moment formula in order to find the correlation between variables under the study and also T-test and ANOVA were utilized to find the differences among groups. This study pointed out that there is a significant positive relationship between language proficiency and academic achievement and also found that male and female participants did not differ significantly, in addition, seniors outperformed the other levels on their language proficiency and juniors significantly differ from the other groups in terms of their academic achievement.

The similarities this study with the researcher is both also looking for the relationship between academic achievement and language proficiency. In addition, the researcher also used GPA to measured students academic achievement and TOEFL to detect students language proficiency. Then, the differences of this study are from the participants which students majoring English Literature at Shiraz University and also Sahragard, Barhalo and Soozandehfar are used correlation design. In addition, they also found out the significant differences in the students' performance on language proficiency with regard to students years of study and the difference between male and female performance. On the other hand, in this study, the researcher will use a mixed method design and also determine factors that affect students GPA and TOEFL scores.

Third, research was done by Ghenghesh (2015) the research is about "*The Relationship Between English Language Proficiency and Academic Performance of University Students-Should Academic Institutions Really be Concerned?*". This research aims to investigate if there is a relationship between English language proficiency and the overall academic performance of Preparatory Year students in three faculties, those are Engineering, Business which including Business Administration, Economic and Political Science and also Informatics and Computer Science. The result indicates that there is a positive but moderate relationship between the students' proficiency in English and their overall academic performance. In other words, the higher the English proficiency of students on entry to the university, the better they performed in their degree area courses as well as in their English levels.

The similarities this study with the researcher are the aims of both studies which to find out the relationship between English proficiency and GPA. Moreover, this research also detects students overall academic performance by their GPA and then also use documentation as an instrument of the study. On the other side, Ghenghesh as the author focused on IELTS to determine students English proficiency and also attract to investigate whether or not the students' educational backgrounds have an impact on their academic performance.

Fourth, Martirosyan, Hwang, and Wanjohi (2015) under the title "*Impact of English Proficiency on Academic Performance of International Students*", the aims of this study was to find out the impact of English

language proficiency and multilingualism on the academic performance of international students enrolled in a four-year university located in north-central Louisiana in the United States. This study was an ex-post facto design and the data collected through a self-reported questionnaire from students who were in their sophomore, junior and senior since one year of college. Based on the result of this study, it is concluded that there are significant differences in the academic performances of international students with different English language proficiency levels, and also there are significant differences in the academic performances of international students who speak multiple languages.

The similarities this study with the researcher is from the variables both studies used GPA to measured students academic performance. In the other side, the difference is from the participants. Martirosyan et al focused on international students who speak at least three languages.

Fifth, a study was done by Wijaya, Sudarsono, Regina (2015), entitled "*Correlation Between Course Scores and TUTEF Scores*". This study investigated the correlation between Course Scores and TUTEF or we know as TOEFL scores of the graduates of English Education Study Program, at Tanjungpura University in the academic year 2013. This study investigated the relationship between all related course scores (Listening, Structure, and Reading course) and the TUTEF section scores (Listening, Structure and Written Expression, and Reading Sections). Cluster random sampling technique was used to collect the data. The result of this study showed there were significant positive correlations between course scores

and TUTEF score, between structure course score and structure and written expression TUTEF section scores, between reading course scores and reading TUTEF section scores, and between listening course scores and listening TUTEF section score.

The similarities this study with the researcher is both studies focus on TOEFL test as one of the variables and the difference is the authors of this study focused on the average of students courses scores (Listening, Reading, and Structure). Meanwhile, in this case, the researcher will measure students GPA score from English subject skill and also English subject components.

A study by Putri (2018), entitled "*The Correlation Between Students' Score in TOEFL and GPA*". This study aims to know whether there is a positive correlation between English students GPA and their TOEFL score and also to find out the factors that influence students' success in both GPA and TOEFL score. In this research, the result of the study showed that English Department students' TOEFL score has a significant positive correlation with their GPA and also there are some factors that influence students' score in TOEFL and GPA and divided into internal and external factors. Internal factors are from study, practice, strategy, and motivation. While the external factors are facilities and lecture's style.

The similarities this study with the researcher is from the objective, the design, and also the instruments of the studies both investigating the correlation between TOEFL and GPA scores and also to detect the factors

that affect both TOEFL and GPA. Additionally, this study also used mixed method design and used documentation and interview to collect the data. On the other hand, the difference is from the data collection, Putri as the author only measure student's GPA from 7th (English subject) and 8th (General subject) semesters.

A study conducted by Thi Vu & Hoang Vu (2013), entitled “*Is the TOEFL Score a Reliable Indicator of International Graduate Students' Academic Achievement in American Higher Education?*”. This study examined the correlation between the TOEFL scores and international graduate students' academic performance in terms of their GPA. The sample were 464 international graduate students at a Midwestern public university in the U.S. Then, according to the correlation analysis of objective data, it showed that $r = -.272$, the negative trend indicated that some participants had a high TOEFL scores but not a perfect GPA of four, and that some had a perfect GPA of four but not high TOEFL scores. However, the TOEFL score were not found to be an accurate and effective predictor of academic performance as measured by GPA.

This study used TOEFL score as the predictor of students' GPA or we can said that the students did TOEFL test before come to the campus or as the requirment to enter the university, on the other side, the researcher in present study used TOEFL score as the requirment of thesis examination.

A study by Arcuino (2013) entitled, “ *The Relationship between the Test of English as a Foreign Language (TOEFL), the International*

English Language Testing System (IELTS) Scores and Academic Success of International Master's Students". The purpose of this study was to examine whether the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) are related to academic success defined by final cumulative grade point average (CGPA). The data sample were from three Midwestern universities and the participants were comprised of international graduate students who graduate within 2006-2011. The result showed that there is weak correlation existed between TOEFL iBT scores and GPAs. Pearson correlations revealed that $r(399)=0.14$.

This study was concern with three variables namely TOEFL, IELTS, and also GPA. The similarities is from both variables TOEFL and GPA of students, but this study more concern with TOEFL iBT test on the other hand the present study used TOEFL PBT test.

A study by Cho and Bridgeman (2012), entitled "*Relationship of TOEFL iBT Scores to Academic Performance: Some Evidence from American Universities*". The aim of this study was to find the relationship between scores on the TOEFL iBT and academic performance in higher education, defined here in terms of grade point average (GPA). The academic records of undergraduate and graduate students were collected from 10 universities in U.S. The general pattern shown in the expectancy graphs indicated that students with higher TOEFL iBT scores tended to earn higher GPAs. Therefore, it can be concluded that there is a small

correlation relationship between TOEFL iBT scores and GPA with $r = 0.16$ for the group of graduate students and $r = 0.18$ for undergraduate students.

Overall, with the previous studies discussed and elaborated above, there are some similarities and differences between this study with the previous studies. It is may be seen from the variables investigated. Several previous study focuses on TOEFL and GPA scores as same as this study. While the differences from this study are the researcher divided the students GPA score into general studies and English studies and the researcher only focus on the English studies those are Listening, Reading, Speaking, Writing, Grammar, Vocabulary, and also Pronunciation. Because several general studies were included in the curriculum which some of them are religious subjects and it is not related to this study.

B. The Nature of TOEFL

TOEFL is created by the National Council on the test of English as a foreign language in 1964 (ETS:2015). Therefore, ETS (Educational Testing Service) built and manage the TOEFL test. It was made to measure non-native speaker ability in English. It was usually required by the college on university abroad (ETS:2009). The TOEFL test development can be seen by the following table:

Table 2.1 TOEFL Test Development

No	Stages	Construct	Contents
1	The first TOEFL test 1964 - 1979	Discrete components of language skills and knowledge.	Multiple-choice items assessing vocabulary, reading comprehension, listening

			comprehension, knowledge of correct English structure and grammar.
2	A suite of TOEFL tests 1979 - 2005	Original constructs (listening, reading, structure, and grammar) retained but two additional one's added-writing ability and speaking ability.	In addition to multiple-choice items assessing the original constructs, separate constructed-response tests of writing, the TWE test and speaking, the TSE test, were developed.
3	The TOEFL iBT Test 2005 - present	Communicative competence the ability to put language knowledge to use in relevant academic contexts	Academic tasks were developed that require the integration of receptive and productive skills such as listening, reading, and writing or speaking, as well as multiple-choice items for listening and reading.

Source: Adopted from "TOEFL Program History Volume 6, "2006, p.4.

C. The TOEFL Test Type

From 1964 until now, TOEFL has changed its type of test to a better way to measure non-native English speaker proficiency. According to, Abboud and Hussein (2011, p. 114) there are four kinds of TOEFL test: ITP (Institutional Testing Program), CBT (Computer-based test), IBT (Internet-based test), and PBT (Paper-based test).

1. Institutional Testing Program (ITP)

The Institutional Testing Program differs from other TOEFL Programs because it gives qualified universities, English language institutes, and other agencies to use older forms of International testing Program paper-based TOEFL or the Preliminary Test of English as a Foreign Language (Pre-TOEFL) to their own students using their own facilities, staff, setting and their own test dates, therefore, the ITP test began since 1965 and still administered throughout the world. (Abboud et al., 2011, p. 115).

2. Computer Based Test (CBT)

According to Pyle (2001) Computer-based test, TOEFL is TOEFL test that has the same content as TOEFL PBT. However, it is different in the method of answering the questions. In addition, Sharpe (1999) argues that the TOEFL CBT test used a computer as the tool of the test. It has four sections; listening, structure, reading, and writing. The writing section in this test is equivalent to the Test of Written English (TWE) in the Paper-Based TOEFL. This TOEFL CBT is a flexible test, which means that the test questions will not be the same between the participant who registered on the same day. The questions are selected according to the level of students' proficiency. In this test, the total score is limited on a scale of (0-300) (Sharpe, 2009, p. 11).

3. The Internet-Based Test (IBT)

The Internet-based test is a TOEFL test that highlights the four skills in English and helps test takers by providing the academic

English circumstance questions, which is important for the participants of the test (ETS, 2015). It replaces the Computer-Based TOEFL and the Paper-based TOEFL and the main concern is to measure the test-takers' ability to communicate successfully in an academic setting. It includes a new section which is the Speaking Section. TOEFL IBT consists of four sections; listening, reading, speaking, and writing. The format of these sections, the number of questions for each of them, and the time which is allotted for each of them can be seen in the following table (Abboud et al, 2011, p. 8).

4. Paper Based Test (PBT)

As Sharpe (1999) points out that Paper-based test is a TOEFL test that the problems or queries are penned, printed, or drawn, and the answers are penned too. There are two objectives of the TOEFL PBT test. First, students' placement and evaluating students' progress. Another objective is as another option when CBT cannot be held in the area. The TOEFL PBT has three sections namely Listening Comprehension, structure and written expression, and reading. The score ranges from 310 to 677.

The format of these three sections, the number of items for each of them, and the time which is assigned for each of them can be clarified in the following table (Gear and Robert, 2002, p. 8):

Table 2.2 Paper Based-Test (PBT)

Section	Number of Items	Time
Listening: Part A Questions about short	30	30-40

conversations Part B Questions about longer conversations Part C Questions about lectures or talks Total	8 12 50	Minutes
Structure and Written Expression: Completing sentences correctly Identifying errors Total	15 25 40	25 Minutes
Reading comprehension: Questions about reading passages Total	50 50	55 Minutes
Total	140	120 Minutes

Antoni (2014, p.15) explained the test score is determined by adding a total number of correct answers in each section and then changing these raw scores into converted scores. Therefore, according to Mustafa (2016, p.20), in determining the score of TOEFL PBT based on standard evaluation in college level as follows:

Table 2.3 Determination Score of TOEFL PBT

No	Interpretation	
1	Special Advance	> 550
2	Advanced	501-559
3	Pre-Advanced	426-500
4	Intermediate	351-425
5	Pre-Intermediate	200-350
6	Elementary	> 200

D. TOEFL PBT Testing Area

Sharpe (2004: 69-76) as cited in Prastica (2017: 14) describes TOEFL testing are into three categories, those are :

1. Listening Comprehension Section

Listening comprehension section is the first part that will be examined in the TOEFL test. This section tests examinees ability to understand and interpret spoken English. Examinees must be able to distinguish between words that sound similar and be able to comprehend entire sentences, not just single similar and be able to comprehend entire sentences, not just single words or phrase. Notetaking, underlining, and crossing out in the test book are not allowed. An examinee must be able to listen only and then choose their answer.

2. Structure and Written Expression

The structure and written expression test the students' ability to recognize standard written English as it is used in North America. Two types of questions are presented in a separate part. Part A is a structural part which has incomplete sentences. The students choose the best answer in the multiple choice to fulfill the incomplete sentence. Part B is written an expression which has four underlined words and phrase in each question which the students choose the incorrect one. The students only have twenty minutes to answer the questions.

3. Reading Comprehension and Vocabulary Section

Reading comprehension and vocabulary section aims at testing the students' ability to understand written English as it is presented in

textbooks and other academic materials in North America universities and colleges. In reading comprehension, there are five reading passages with an average of ten questions after each passage. The passage is about 250-300 words in length. There are no pictures or visual cues.

E. TOEFL in IAIN Palangka Raya

Students' English proficiency in IAIN Palangka Raya is measured through TOEFL PBT (Paper-Based Test) or TOEFL ITP (Institutional Testing Program), where the total time of each examine spends is 2 hours which usually started from 9 am up to 11 am. It is divided into three sections, those are listening comprehension section, structure and written expression, and reading comprehension and vocabulary section.

Moreover, students of English Education Study Program must pass the TOEFL test at least 500 points and this test conducted by Language Development at IAIN Palangka Raya. The students have to do the TOEFL test after the TOEFL training in the fifth semester during 16 meetings. TOEFL training aims to train students so that they can accustom with the TOEFL test and also in that course the students also learn some tips to pass the TOEFL test. Whereas, TOEFL test is one of requirement for thesis examination, the students facilitated with one year opportunity to do TOEFL test with free payment. It is meant that the students do not have to pay to do TOEFL test during two-semesters (7th and 8th) with 10 opportunities. But, in fact, not many students can pass the TOEFL test on that occasion.

F. The Nature of Grade Point Average (GPA)

1. Definition of GPA

A grade point average (GPA) is the average of all final grades for courses within a program weighted by the unit value of each of those courses (Yogendra & Andrew, 2017, p. 409). The GPA is the basis for which students will be judged on the quality of work in their academic career. Therefore, University and employers will make decisions based on these numbers. The GPA is now used by most of the tertiary institutions as a convenient summary measure of the academic performance of their students. According to Putri (2018) the GPA is a better measurement because it provides greater insight into the relative level of performance of individuals in groups.

2. Types of GPA

According to Putri (2018, p 9) there are two kinds of GPA; TGPA and CGPA. TGPA is a term grade point average. This is a kind of GPA that shows students GPA on a certain semester, trimester, or quarter in the educational program. Another one is CGPA. CGPA is the cumulative grade point average. This is a kind of GPA that shows students GPA on overall courses that students have taken. According to Yogendra et al (2017, p. 412) another kind of GPA is only CGPA, this is a calculation of the average of all of student's total earned points divided by the possible amount of points.

G. Academic System in IAIN Palangka Raya

Based on Academic Guidelines's Book of Faculty of Teacher Training and Education Academic Year 2015, there are some consideration related to students' academic systems:

1. English Courses at IAIN Palangka Raya

The 2015/2016 curriculum of the English Language Education Study Program of IAIN Palangka Raya has several subjects. Consider with this study, the researcher only informs the English subjects that divided into English skill subject and also English component subject. English skill subject divided into four sections, those are :

- a. Four speaking courses (Speaking for Everday Communication, Speaking for Group Activities, Speaking for Formal Setting, Public Speaking).
- b. Four listening courses (Literal Listening, Interpretive Listening, Critical Listening, Extensive Listening).
- c. Four writing courses (Paragraph Writing, Essay Writing, Argumentative Writing, Scientific Writing).
- d. Four reading courses (Literal Reading, Interpretive Reading, Critical Reading, Appreciative Reading).

Meanwhile, the English component subject also divided into some sections, they are :

- a. Three Grammar courses (Elementary English Grammar, Pre Intermediate English Grammar, Intermediate English Grammar, Advanced English Grammar

- b. One Vocabulary course
- c. One Pronunciation Practice course

All courses that have to mentioned above are to provide students with the ability to use English appropriately and correctly. Based on the objectives of the courses above, the students are designed to gain enough proficiency to pass the TOEFL test for thesis examination. In other words, the English Language Study Program students should not have faced problems in reaching 500 points of the TOEFL test.

2. Evaluation System

- a. The evaluation system is an assessment system carried out to determine the ability and skills of students in accepting, understanding and reasoning the study material provided in accordance with the curriculum and syllabus that has been determined and to determine changes in students' attitude and skills.
- b. Evaluation is done by getting information about students who have completed a level of study program through the implementation of examinations, notification of research assignments, community service, report writing, and final assignment writing.
- c. The purpose of the evaluation are:

1. To assess the abilities and skills of students to understand and master the study material presented, changes in attitudes and skills within a certain time.
 2. To find out the success of the presentation of study materials by the teaching staff and the success of the implementation of the Education program.
 3. To determine the level of student mastery of the competition required in each course taken.
- d. Evaluation is carried out by assessing the academic abilities of students in a course, assessing the success of fieldwork practices, assessing the success of the examination exam.
- e. Other students regarding academic ability in a course can be explained as follows:
- 1) The activity of assessing the academic ability of a course is done through quizzes, assignments, practices, midterms and final semester examinations, with the weight of each element adjusted to the applicable academic guidelines at the Faculty of Teacher Training and Education of Palangka Raya IAIN.
 - 2) The midterm exam is carried out after the lecturer presents a minimum of seven times face to face courses with a weight of two or three credits, and fourteen times face to face for four credits.

- 3) The final exam is carried out after the lecturer presents a minimum of 14 advance points for courses with a weight of 2 or 3 credits and 28 advance procedures for 4 credits.
- 4) Structured and independent task evaluation is carried out by evaluating the paper, book review, discussion in class, or other similar tasks assigned by the lecturer.
- 5) Midterm examinations and final semester examinations are carried out according to the schedule set in the academic calendar.
- 6) The practicum activity is based on the application of knowledge that is related to certain subjects and the assessment is carried out by the instructor who is directed and objectively.
- 7) The midterm and final exams of semester are conducted in accordance with the prescribed schedule in the academic calendar.
- 8) Assessment through structured assignments, independent assignments, midterms, final semester exams, and practical tests.
- 9) The final assessment results of the course are stated in letters and numbers as can be done in the following table:

Table 2.4 Teaching Value Guidelines

Value Range	Score	Letter Value	Information	Classification
86 – 100	4	A	Pass	Very Good
80 – 85			Pass	

76 – 79	3	B	Pass	Good
70 – 70			Pass	
66 – 69	2	C	Pass	Enough
60 – 65			Pass	
50 – 59	1	D	Not Pass	Failed
0 – 49	0	E	Not Pass	

Source: Adapted from “Academic Guidelines Book of Faculty of Education and Teacher Training, 2015, p. 84”.

10) The value of the subjects stated in letters D and E is not passed, and the student must take back the non-graduating course according to the procedure.

11) Value improvement is intended to improve the final grade of a course by reprogramming the course in the next semester regularly.

12) Improving the value through regular lectures, giving the opportunity to get higher grades.

13) The final value of a course listed is the final grade achieved by students after taking repairs through regular lectures.

3. Results of Student's Studies

- a. An assessment report on the success of student studies is given in two periods, namely the period at the end of each semester or called the study result card and the final period of student studies called the final results of the study.
- b. The size of the student's performance is expressed by the grade point value written in numbers.

c. The students academic performance for each end of the semester is called the students grade point average and the overall students' academic performance for the end of the study is called the cumulative grade point average.

d. Grade Point Average (GPA)

1) Grad Point Average is a unit of a value obtained from the total tracing of the course credit unit value with the value of courses obtained in one semester, divided by the total credit units in one semester.

2) The formula is:

$$\text{GPA} = \frac{\text{Total credit} \times \text{Value}}{\text{Total Credit}}$$

3) An example of how to calculate GPA is if in the third semester, student A completes a study load of 22 credits by obtaining 75 X N credits, then the GPA is:

$$\text{GPA} = \frac{75}{22} = 3.41$$

e. Cumulative Grade Point Average (CGPA)

1) The cumulative grade point average is the total value obtained from the multiplication of credit units (cumulative) divided by the total credit units (cumulative).

2) The formula for calculating cumulative grade point average is:

$$\text{CGPA} = \frac{\text{Total credit} \times \text{Value}}{\text{Total Credit}}$$

- 3) An example of how to calculate the cumulative grade point average is if a student A has completed a load of study in the S.1 program as much as 148 credits by obtaining a credit score of 480, then the cumulative grade point index is:

$$\text{CGPA} = \frac{480}{148} = 3.24$$

H. Correlation

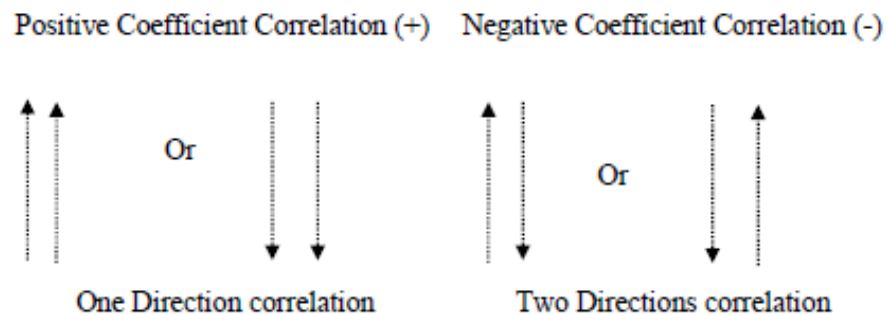
According to Tony and Maggie (1998, p. 327) correlation study is concerned with determine the extent of correlation between variables. They enable one to measure the extent to which variations in one variables are associated with variations in another the magnitude of the relation determined through the use of the coefficient of correlation.

Meanwhile, Ary et al (2010, p. 639) stated that correlation is a technique for determining the variation between sets of scores, paired scores may vary directly (increase or decrease together) or vary inversely (as one increase, the other decreases, correlation research is research that attempts to determine the extent and the direction of the relationship between two or more variables. Correlation studies are used to look for a relationship between variables or more. There are two possible results of a correlation study (Sapsford & Jupp, 2006, p. 225):

- a. Positive correlations: both variables increase or decrease at the same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.

- b. Negative correlation: indicates that as a number of one variables increases, the other decreases (and vice versa). A correlation coefficient close to -1.00 indicates a strong negative correlation

Figure 2.1 The Coefficient Correlation



It can be concluded that correlation is to look for about the causal relationship between two or more aspects that be related. This relationship could be in different supporting variables or not. The sign (+ or -) of the coefficient indicates the direction of the relationship. If the coefficient has a positive sign, this means that as one variable increases, the other also increases. The size of the correlation coefficient indicates the strength of the relationship between the variables. The coefficient can range in value from +1.00 (indicating a perfect positive relationship) through 0 (indicating no relationship) to -1.00 (indicating a perfect negative relationship). A perfect positive relationship means that for every z-score unit increase in one variable there is an identical z-score unit increase in the other. A perfect negative relationship indicates that for every unit increase in one variable there is an identical unit decrease in the other (Ary, et al., 2010, p. 350).



CHAPTER III

RESEARCH METHOD

This chapter consists of a research design, population and sample, research instrument, data collection procedures, and data analysis procedures.

A. Research Design

In this study, the researcher was used a quantitative approach. Quantitative research deal with questions of correlation or cause, and effect, that can be know by gathering and statictically analyzing numeric data (Ary, 2010: 39). This study tried to explain a relationship or correlation between students' TOEFL and GPA score of English Education Study Program Academic Year 2015 at IAIN Palangka Raya. Therefore, this study need numerical data and analyzed by a statical method.

B. Research Type

The type of quantitative research in this study was correlation research. Correlation research is research that try to determine the wide and the direction of the relationship between two or more variables. Correlational research produces indexes that show both the direction and the strength of relationships between or among variables than taking into account the entire range of these variables (Ary, 2010, p. 648). Therefore, the purpose of a correlational study is to understand relationship among characteristics of people or other entities. In other word, the purpose is to determine relationships between or among variables or also to make predictions (Johnson, 2009, p.49).

C. Place and Time

This research was conducted at IAIN Palangka Raya and the data was conducted on Tuesday, 2nd April 2019 for students' TOEFL scores

and for students' GPA scores on Wednesday, 3rd April 2019, then the researcher need two weeks in order to analyze students' GPA scores.

D. Population and Sample

1. Population

A population is the larger group about which the generalization made. According to Fraenkel, Wallen, and Hyun (2011, p.105) the term of population, as used in research, refers to all members of a particular group. The population of this research included all the students of English Education Study Program who have already taken TOEFL PBT test at IAIN Palangka Raya. Moreover, the number of active students in English Education Study Program are 45 students.

2. Sample

A sample is a subset of the population that is representative of the whole population. It means it requires that all relevant characteristics of the population. On the other word, sample is the subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012, p. 142). Fraenkel et al. (2012, p. 91) states that sample is the selection of the group who will participate in the study. The researcher concluded that a sample is a limited representative of elements from the population.

In this research, the researcher used purposive sampling in order to select the sample or the participant. The purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also

known as judgmental, selective, or subjective sampling (Crossman: 2018).

The reason why the researcher chooses purposive sampling technique is that considered with the aims of this research which is to find out the correlation between TOEFL score and GPA of students of English Education Study Program academic year 2015 of IAIN Palangka. Since in purposive sampling technique the sample has been chosen for a specific purpose. The main characteristic that must be owned by the sample involved in the research. As this research so much concern with students TOEFL score and GPA score, the sample was taken from students of English Education Study Program academic year 2015 because they are the recent students whom did TOEFL test for thesis requirement and also they are in the 8th semester and it is meant that they have completed all of the English subjects and from that fact the researcher easy to know their GPA score.

Moreover, the total sample in this study were actually 45 students. But, in fact the sample were only 42 students because three students whom did not took TOEFL test yet.

E. Research Instrument

To determine the correlation between students' scores in TOEFL and GPA at IAIN Palangka Raya. In this study, the researcher conducted the data of students' TOEFL score from Language Development Unit in

IAIN Palangka Raya meanwhile for students' GPA scores were from students and also from the administration of English Education Study Program at IAIN Palangka Raya. Therefore, the instrument of this research was in form of documentation. Documentation in study refer to technique of collecting data by gathering and analyzing documents. Sugiyono (2008, p. 240) stated that documentation can be written and picture by someone that can be used to obtain information. Therefore, in conducting documentation method, the researcher can provide magazines, books, documents, etc.

In this research, the documentation that the researcher used the data from Administration of English Education Study Program in IAIN Palangka Raya to looking for the number of overall active students and the students' GPA scores, in addition the data from Language Development Unit as TOEFL organizer in IAIN Palangka Raya to looking for the data about the students who have followed TOEFL test and their scores. In conclusion the data need from this research are:

- 1) Numbers of 8th semester students' and the students who have already taken TOEFL test.
- 2) Students' GPA scores
- 3) Students' TOEFL scores

F. Validity

One of the requirements of a good instrument is the instrument must be valid. Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. Validity is the most

important consideration in developing and evaluating measuring an instrument. Based on Ary et al (2010: 224) Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. Spolky stated that there are several types of validity:

a. Face Validity

It is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examiners believe the instrument is measuring what it is supposed to measure. Face validity ensures that the test items look right to other testers, teacher, indicators, and test (Heaton, as cited in Prastica, p. 65). In this study, the researcher directly asked the students' GPA from the students also from Administration of English Education Study Program. Meanwhile, the students' TOEFL scores were from Language Development Unit at IAIN Palangka Raya so that the researcher believe the students' TOEFL and GPA scores were valid.

b. Content Validity

Content Validity is to have teachers or subject matter experts examine the test and judge whether it is an adequate sample of the content and objectives to be measures (Ary, Jacobs, Razavieh & Sorenson, 2010, p. 224). In this study, the researcher took students' study card report (KHS) in order to find the students' GPA scores from each courses namely Speaking, Listening, Writing, Listening, Pronunciation, Vocabulary, and

Grammar and also from data that the researcher got from Administration of English Education Study Program to make sure that the researcher get the correct score. Meanwhile, the students' TOEFL scores were from Language Development Unit at IAIN Palangka Raya. The TOEFL test at IAIN Palangka Raya have been created by ETS (English Testing System), therefore the test were valid and reliable.

G. Reliability

According to Ary (2010: 237), the reliability of a measurement the instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kinds of measurement. On a theoretical level, reliability is concerned with the effect of the error on the consistency of scores. Reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument. In this study, the students GPA scores data were reliable because their score is from overall courses that they got from lecturers in every single course, meanwhile for TOEFL score that from Language Development Unit at IAIN Palangka Raya which is used TOEFL-PBT test that created by ETS (English Testing System) and have been used internationally, so that the test surely reliable.

H. Data Collection Procedure

- 1) First, the researcher took data from the students in order to get the their GPA score from the first semester till seven semesters.
- 2) Second, the researcher divided students score from general course/subject and English course/subjet. According to Komba & Wilson (2009) although GPA is the variable of the studies, the need to differentiative between English subject GPA and general studies is important to find a better result about English proficiency of the students. The researcher only measured student' GPA score from several courses as follows:
 - a) Four speaking courses (Speaking for Everday Communication, Speaking for Group Activities, Speaking for Formal Setting, Public Speaking).
 - b) Four listening courses (Literal Listening, Interpretive Listening, Critical Listening, Extensive Listening).
 - c) Four writing courses (Paragraph Writing, Essay Writing, Argumentative Writing, Scientific Writing).
 - d) Four reading courses (Literal Reading, Interpretive Reading, Critical Reading, Appreciative Reading).
 - e) Three Grammar courses (Elementary English Grammar, Pre Intermediate English Grammar, Intermediate English Grammar, Advanced English Grammar
 - f) One Vocabulary course
 - g) One Pronunciation Practice course

- 3) Third, the researcher took a data of the students' TOEFL score in Language Development Unit in IAIN Palangka Raya, the data only focus on students of on academic year 2015, because they are the forces students who follow the most recent TOEFL test.
- 4) Then, the researcher measured the correlation between students GPA and TOEFL scores with Pearson Product Moment.

I. Data Analysis

1. Normality Test

Before the researcher calculated the data, the researcher had to analyze the normality and homogeneity of the data. The examination of normality is necessary to know whether the data has been normally distributed or not. In short normality test is used to see if the distribution all data were normal or not, meanwhile the data from documentation (students' score in TOEFL and GPA). The researcher uses SPSS 20.0 to test the normality. In SPSS 20.0 application, there are two kinds of normality test those are Kolmogorov Smirnov and Shapiro-Wilk. Therefore, there are two criterion of SPSS application:

- 1) If respondents ≥ 50 , the normality uses Kolmogorov Smirnov.
- 2) If respondents ≤ 50 , the normality uses Shapiro Wilk.

Meanwhile, the criterion of hypothesis is:

H0: Significant Score > 0.05

H1: Significant Score < 0.05

2. Homogeneity Test

The next step is calculating the homogeneity of data. The reason of this calculation is to find out whether the data or the sample in this study are homogenous or heterogeneous. Homogeneity test is used to know whether the participants who are decided, come from population that has relatively same variant or not. Therefore, the researcher used SPSS 20.0 program to analyze the result of homogeneity test, and consider with those following criteria:

1. If the significant value is lower than 0.05, so the data population among the students is different
2. If the significant value is higher than 0.05, so the data population among the students is not different.

3. Linearity Test

In measuring the data linearity, test for linearity was applied. It measured whether students' GPA scores towards students' TOEFL scores. The data linearity is found whenever the p-output was higher than 0.05, and F-value was lower than F-table.

After the researcher measure the normality, homogeneity and also the linearity of the data and then the researcher measured students' GPA scores with the formula as follows:

$$GPA = \frac{\sum(SKS \times N)}{\sum SKS}$$

Where:

Σ = Sum

SKS = *Satuan Kredit Semester*

N = the score

Then, to analyze the correlation between TOEFL score and the GPA of students involved in this study, SPSS (Statistical Product and Service Solution) 20.0 was utilized. The researcher used Pearson correlation to find the relationship between two variables; TOEFL and GPA scores of the English Education Study Program students. Pearson correlation is used in measuring continuous variables, and the 2-tailed significance test is needed in the undefined or non-directional hypothesis (Coolidge: 2012). The researcher used the correlation formula by the Pearson Product Moment Correlation to test the significant correlation between them (Sudijono, 2004). There are two variables in this research, as follows:

- 1) The first variable of this research is the continuous variable (X). X variable refers to students' GPA scores.
- 2) The second variable of the study is the continuous variable (Y). Y variable refers to students' TOEFL scores.

Meanwhile, data operation technique is done through the steps below:

1. This formula is used in finding index correlation "r" product moment between variable X and variable Y (r_{xy}).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

N = number of respondents

X = The Students' GPA Scores

Y = Students' TOEFL Scores

ΣX = The Sum of The Students' GPA Scores

ΣY = The Sum of Students' TOEFL Scores

ΣX^2 = The Sum of The Squared The Students' GPA Scores

ΣY^2 = The Sum of The Squared Students' TOEFL Scores

$(\Sigma X)^2$ = The Squared of The Sum Students' GPA Scores

$(\Sigma Y)^2$ = The Squared of The Sum Students' TOEFL Scores

ΣXY = The sum of Students' GPA Scores and Students' TOEFL Scores.

2. To interpret the index scores of "r" correlation, product moment (r_{xy}) usually used the interpretation based on Sudijono (2007, p. 193) such as follows:

Table 3.2 Interpretation Correlation

The score or "r" product moment (r_{xy})	Interpretation
0.00 – 0.20	There is a correlation between variable X and Y, yet is very low so that is regarded there is no correlation.
0.20 – 0.40	There is a low correlation between variable X and variable Y.
0.40 – 0.70	There is an moderate correlation between variable X and variable Y.
0.70 – 0.90	There is a high/strong correlation between variable X and variable Y.
0.90 – 1.00	There is a very high/strong correlation between variable X and variable Y.

3. The third is by to word by conculting the result of index correlation number ‘r’ product moment toward the table of “r” product result with seeking the degree of freedom (df) with the formula as follows (Sudijono, 2007,p. 103):

$$df = N - nr$$

Where:

df = degreed of freedom

N = number of freedom

Nr = the amount of variable

4. To know contribution variable X to variable Y is used the formula (Riduwan, 2014, p. 138):

$$KP = r^2 \times 100 \%$$

Where:

KP = determinant coefficient score

R = correlation coefficient score

5. To know significance between two variable, the formula of the significance test is (Riduwan, 2014, p.38):

$$t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

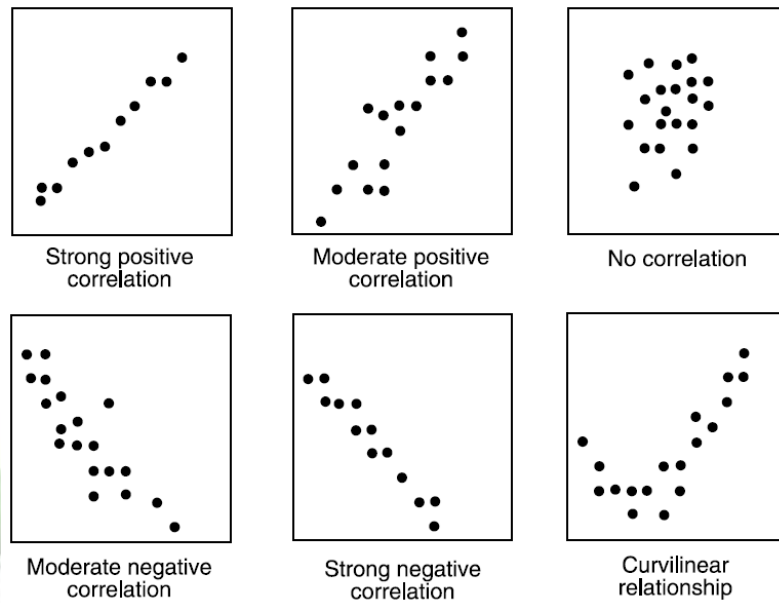
r = the coficient of correlation of the result ot tcount

n = number of participants

6. To know correlation patterns in Scatterplot Graphs.

A scatterplot is used to graphically represent the relationship between two variables. Explore the relationship between scatterplots and correlations, the different types of correlations, how to interpret scatterplots, and more.

Each scatterplot has a horizontal axis (x -axis) and a vertical axis (y -axis). One variable is plotted on each axis. Scatterplots are made up of marks; each mark represents one study participant's measures on the variables that are on the x -axis and y -axis of the scatterplot. A scatterplot with dots going from lower left to upper right indicates a positive correlation (as variable x goes up, variable y also goes up). One with dots going from upper left to lower right indicates a negative correlation (as variable x goes up, variable y also goes down). A scatterplot of z scores also reveals the strength of the relationship between variables. If the dots in the scatterplot form a narrow band so that when a straight line is drawn through the band the dots will be near the line, there is a strong linear relationship between the variables. If a curved line is needed to express this relationship, it is said to be a curvilinear relationship. In a curvilinear relationship, as the values of X increase, the values of Y increase up to a point, at which further increases in X are associated with decreases in Y . The Scatterplot of correlation can be seen as follows:

Figure 3.1 Scatterplot of Correlation

From the figure, it can be seen that if there were the strong positive correlation, moderate positive correlation, no correlation, moderate negative correlation, strong negative correlation and curvilinear relationship.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data which had been collected from the research in the field of study which consists of data presentation, research findings, and discussion.

A. Data Presentation

1. Analysis of Students' GPA Scores

As the researcher has been mention in chapter III, in collecting data for students' GPA scores the researcher only focused on courses in English skill and components. English skill subject divided into several courses they were Speaking, Writing, Reading, and Listening meanwhile the English components courses were Vocabulary, Pronunciation, and Grammar with the creadit (*SKS*) in very course in the amount of 2 (*SKS*) therefore the total creadits of all those courses were 44 (*SKS*). Meanwhile, for measure the students' GPA scores the researcher used the following formula which adopted from Academic Guidelines Book of Faculty of Education and Teacher Training (2015) p. 86.

$$GPA = \frac{\sum(SKS \times N)}{\sum SKS}$$

Where: \sum = Sum, *SKS* = *Satuan Kredit Semester*, *N* = the score.

In this case the formula of *SKS* x *N* also known as KTN in students' study card result (KHS). An example of how to calculate GPA is if in the third semester, student A completes a study load of 22 credits by obtaining 75 X *N* credits, then the GPA is:

$$\text{GPA} = \frac{75}{22} = 3.41$$

In addition, the researcher also consider the following criterion in order to find the students' GPA scores, the criterion was shown below:

Table 4.1

Classification of Students' Score in Courses

Value Range	Score	Letter Value	Information	Classification
86 – 100	4	A	Pass	Very Good
80 – 85			Pass	
76 – 79	3	B	Pass	Good
70 – 76			Pass	
66 – 69	2	C	Pass	Enough
60 – 65			Pass	
50 – 59	1	D	Not Pass	Failed
0 – 49	0	E	Not Pass	

Source: Adapted from “Academic Guidelines Book of Faculty of Education and Teacher Training, 2015, p. 84”.

Moreover, in order to know the interpretation of students' final result in every course the researcher used the following criterion, they were:

Table 4.2

Interpretation of Students' GPA Scores

Value	
Letter Value	Number Value
A	4
B	3
C	2
D	1
E	0

Source: Adapted from “Academic Guidelines Book of Faculty of Education and Teacher Training, 2015, p. 16”.

a) Analysis of students' Scores in Speaking Course

In Speaking courses there were four courses that the students took in the second semester until the fifth semester, they were Speaking for Everyday Communication in the second semester, Speaking for Group Activities in the third semester, Speaking for Formal Setting in the fourth semester, and Public Speaking in the fifth semester. Additionally, the study load of each course in Speaking was in amount of 2 (SKS). So that the total credits in Speaking courses were 8 (SKS). The students' score from those courses have been shown below.

Table 4.3 Students' Scores in Speaking Course

CODE	SPEAKING COURSE				KTN	Σ	Predicate
	2 nd Sem- (Speaking for Everyday Communication)	3 rd Sem- (Speaking for Group Activities)	4 th Sem- (Speaking for Formal Setting)	5 th Sem- (Public Speaking)			
S-1	80.0 (A)	80.78 (A)	80.1 (A)	86.0 (A)	32	81.7	Very good
S-2	80.1 (A)	74.03 (B)	80.0 (A)	74.5 (B)	28	77.15	Good
S-3	72.1 (B)	71.15 (B)	73.0 (B)	80.7 (A)	26	74.23	Good
S-4	80.8 (A)	80.78 (A)	82.2 (A)	86.8 (A)	32	82.65	Very Good
S-5	71.6 (B)	71.15 (B)	73.0 (B)	77.7 (B)	24	73.36	Good
S-6	84.0 (A)	70.42 (B)	79.5 (B)	82.0 (A)	28	78.98	Good
S-7	71.8 (B)	81.14 (A)	60.0 (C)	76.7 (B)	24	72.41	Good
S-8	78.5 (B)	72.2 (B)	70.7 (B)	76.5 (B)	24	74.48	Good
S-9	72.6 (B)	71.79 (B)	77.5 (B)	80.3 (A)	26	75.5	Good
S-10	72.4 (B)	70.17 (B)	76.7 (B)	83.0 (A)	26	75.57	Good
S-11	78.5 (B)	65.9 (C)	67.9 (C)	80.0 (A)	22	73.08	Good
S-12	80.5 (A)	67.55 (C)	73.0 (B)	79.0 (B)	24	75.01	Good
S-13	76.5 (B)	74.9 (B)	73.0 (B)	81.3 (A)	22	76.43	Good
S-14	70.3 (B)	69.4 (C)	68.3 (C)	75.0 (B)	20	70.75	Good
S-15	63.3 (C)	65.81 (C)	61.0 (C)	80.5 (A)	20	67.65	Enough
S-16	70.6 (B)	65.3 (C)	73.0 (B)	75.0 (B)	22	70.97	Good
S-17	80.3 (A)	71.59 (B)	76.7 (B)	75.5 (B)	26	76.02	Good
S-18	79.0 (B)	69.55 (C)	73.0 (B)	78.2 (B)	22	75.01	Good

S-19	83.0 (A)	72.75 (B)	73.0 (B)	76.5 (B)	26	76.31	Good
S-20	83.0 (A)	75.15 (B)	80.2 (A)	83.5 (A)	30	80.46	Very Good
S-21	82.5 (A)	70.45 (B)	73.0 (B)	83.0 (A)	28	77.24	Good
S-23	88.0 (A)	80.03 (A)	81.3 (A)	86.4 (A)	32	83.93	Very Good
S-24	78.1 (B)	79.85 (B)	80.8(A)	77.0 (B)	26	78.94	Good
S-25	84.5 (A)	75.75 (B)	73.0 (B)	81.3 (A)	28	78.64	Good
S-26	67.8 (C)	77.9 (B)	73.0 B)	77.3(B)	22	74	Good
S-27	81.0 (A)	71.2 (B)	72.1 (B)	71.5 (B)	26	73.95	Good
S-28	74.9 (B)	71.99 (B)	78.6 (B)	71.5 (B)	24	74.25	Good
S-29	69.4 (C)	77.5 (B)	74.4 (B)	75.0 (B)	22	74.08	Good
S-30	73.5 (B)	75.9 (B)	69.6 (C)	81.7 (A)	24	75.18	Good
S-31	71.5 (B)	67.5 (C)	70.1 (B)	75.5 (B)	22	71.15	Good
S-32	82.0 (A)	79.12 (B)	81.0 (A)	86.8 (A)	30	82.23	Vey Good
S-33	71.2 (B)	73.35 (B)	81.0 (A)	80.3 (A)	28	76.46	Good
S-32	70.6(B)	69.85 (C)	70.0 (B)	74.4 (B)	22	71.21	Good
S-34	75.0 (B)	68.45(C)	73.0 (B)	75.0 (B)	22	72.86	Good
S-35	70.6 (B)	73.79 (B)	80.2 (A)	80.3 (A)	28	76.22	Good
S-36	62.1 (C)	76.05 (B)	63.2 (C)	78.3(B)	20	69.96	Enough
S-37	80.2 (A)	75.15 (B)	80.0 (A)	86.2 (A)	30	80.39	Very Good
S-38	80.2 (A)	77.2 (B)	73.0 (B)	82.0 (A)	28	78.1	Good
S-39	81.1 (A)	80.39 (A)	80.6 (A)	88.8 (A)	32	82.72	Very Good
S-40	69.4 (C)	67.25 (C)	73.0 (B)	76.7 (B)	20	71.59	Good
S-41	72.2 (B)	72.0 (B)	74.5(B)	78.5 (B)	24	74.3	Good
S-42	79.0 (B)	69.4 (C)	69.8 (C)	78.3 (B)	20	74.18	Good
Sum						3179.3	
Lowest Score						67.65	
Highest Score						83.93	
Mean						75.69762	
St. Deviation						3.774393	

Based on the data above it can be known that the highest score in Speaking course was 83.93 and the lowest score was 67.65.

Table 4.4 the Distribution of Students' Speaking Scores

No	Category				Frequency
	Value Range	Score	Latter Value	Classification	
1	86 – 100	4	A	Very Good	0
2	80 – 85				7
3	76 – 79	3	B	Good	11
4	70 – 75				22
5	66 – 69	2	C	Enough	2
6	60 – 65				0
7	50 – 59	1	D	Failed	0
8	0 – 49	0	E		0

	Total	42
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Based on the table above, it can be seen the variation of score. Based on the calculation there were no students who acquired score 86-100, seven students acquired score 80-85, eleven students acquired score 76-79, twenty two students acquired score 70-75, two students acquired score 66-69, and then there is no student got 60-65, 50-59, or even 0-49 score.

b) Analysis of students' Scores in Writing Course

In Writing courses there are four courses that the students took in the second semester until the fifth semester, they are Paragraph Writing in the second semester, Essay Writing in the third semester, Argumentative Writing in the fourth semester, and Scientific Writing in the fifth semester. Additionally, the study load of each course in Writing was in amount of 2 (SKS). So that the total credits in Speaking courses were 8 (SKS). The students' score from those courses have been shown below.

Table 4.5 Students' Scores in Writing Course

CODE	WRITING COURSES				KTN	Σ	Predicate
	2nd Sem- (Paragraph Writing)	3rd Sem- (Essay Writing)	4th Sem- (Argumentative Writing)	5th Sem- (Scientific Writing)			
S-1	80.05 (A)	70.0 (B)	75.9 (B)	73.5 (B)	26	74.86	Good
S-2	87.9 (A)	73.1 (B)	80.4 (A)	76.5 (B)	28	79.48	Good
S-3	70.0 (B)	72.2 (B)	72.7 (B)	81.5 (A)	26	74.1	Good
S-4	87.1 (A)	81.0 (A)	80.0 (A)	73.5 (B)	30	80.4	Very Good
S-5	79.1 (B)	76.8 (B)	75.0 (B)	76.5 (B)	24	76.84	Good
S-6	80.0 (A)	70.0 (B)	75.9 (B)	75.0 (B)	26	75.23	Good
S-7	73.9 (B)	76.6 (B)	75.0 (B)	75.3 (B)	24	75.2	Good
S-8	77.2 (B)	73.5 (B)	71.1 (B)	75.9 (B)	24	74.46	Good
S-9	81.3 (A)	72.2 (B)	75.9 (B)	72.7 (B)	26	75.4	Good
S-10	73.5 (B)	80.8 (A)	81.6 (A)	72.3 (B)	28	77.05	Good

S-11	77.5 (B)	73.5 (B)	75.4(B)	72.3 (B)	24	74.68	Good
S-12	77.2 (B)	65.6 (C)	75.0 (B)	75.9 (B)	22	73.43	Good
S-13	76.6 (B)	72.2 (B)	75.0 (B)	73.5 (B)	24	74.33	Good
S-14	72.4 (B)	64.5 (C)	71.3 (B)	74.4 (B)	22	70.65	Good
S-15	72.2 (B)	81.7 (A)	75.5 (B)	66.0 (C)	24	73.85	Good
S-16	75.0 (B)	74.4 (B)	70 (B)	74.2 (B)	24	73.4	Good
S-17	77.6 (B)	70.3 (B)	71.9 (B)	75.9 (B)	24	73.93	Good
S-18	78.2 (B)	70.0 (B)	70.0 (B)	70.1(B)	24	74.7	Good
S-19	78.4 (B)	72.7 (B)	75.0 (B)	80.6(A)	26	76.68	Good
S-20	77.6 (B)	71.8 (B)	75.6 (B)	72.7 (B)	24	74.43	Good
S-21	77.1(B)	74.5(B)	75.0(B)	80.2(A)	26	76.7	Good
S-23	79.0(B)	80.7(A)	82.0 (A)	73.5(B)	28	78.8	Good
S-24	71.35 (B)	71.9(B)	72.5 (B)	74.7 (B)	24	72.61	Good
S-25	80.0 (A)	77.3 (B)	75.0 (B)	73.5 (B)	26	76.45	Good
S-26	76.5 (B)	73.4 (B)	75.0 (B)	74.5(B)	24	74.2	Good
S-27	76.6 (B)	73.5(B)	73.8(B)	73.0 (B)	24	74.23	Good
S-28	72.9 (B)	70.0 (B)	74.7 (B)	76.5(B)	24	73.52	Good
S-29	75.85 (B)	80.9 (A)	85.42 (A)	75.5 (B)	28	79.48	Good
S-30	77.4 (B)	73.5 (B)	73.5 (B)	69.5 (C)	22	73.48	Good
S-31	73.5 (B)	73.5 (B)	74.4 (B)	75.9 (B)	24	74.25	Good
S-32	80.0 (A)	73.5 (B)	82.9 (A)	73.5(B)	28	77.48	Good
S-33	76.8 (B)	70.8 (B)	76.5 (B)	72.3 (B)	24	74.1	Good
S-32	73.7 (B)	73.5 (B)	74.4 (B)	68.9 (C)	22	72.63	Good
S-34	74.7 (B)	72.9 (B)	75.0 (B)	82.9 (A)	26	76.38	Good
S-35	79.2 (B)	80.0 (A)	72.5 (B)	72.7 (B)	26	76.1	Good
S-36	73.15 (B)	73.5 (B)	74.1 (B)	68.0 (C)	22	72.19	Good
S-37	72.5 (B)	78.4 (B)	74.1 (B)	72.3 (B)	24	74.36	Good
S-38	76.15 (B)	70.6 (B)	75.0 (B)	83.5 (A)	26	76.31	Good
S-39	80.15 (A)	81.7 (A)	80.0 (A)	73.5 (B)	30	78.84	Good
S-40	77.3 (B)	73.5 (B)	75.0 (B)	72.3 (B)	24	74.53	Good
S-41	74.7 (B)	72.2 (B)	74.4 (B)	75.0 (B)	24	74.08	Good
S-42	73.8 (B)	73.5 (B)	75.7 (B)	74.2 (B)	24	74.3	Good
Sum						3158.12	
Lowest Score						70.65	
Highest Score						80.4	
Mean						71.19333	
St. Deviation						2.097349	

Based on the table above it is known that the lowest score in Writing courses was 70.65 and the highest score was 80.4.

Table 4.6 the Distribution of Students' Writing Scores

No	Category				Frequency
	Value Range	Score	Latter Value	Classification	
1	86 – 100	4	A	Very Good	0
2	80 – 85				1
3	76 – 79	3	B	Good	13
4	70 – 75				28
5	66 – 69	2	C	Enough	0
6	60 – 65				0
7	50 – 59	1	D	Failed	0
8	0 – 49	0	E		0
	Total				42

Based on the table above, it can be seen the variation of score. Based on the calculation there were no students who acquired score 86-100, one student acquired score 80-85, thirty students acquired score 76-79, twenty eight students acquired 70-75 score, and then there is no student got 66-69, 60-65, 50-59, or even 0-49 score.

c) Analysis of Students' Scores in Reading Courses

In Reading courses there are four courses that the students took in the second semester until the fifth semester, they were Literal Reading in the second semester, Interpretive Reading in the third semester, Critical Reading in the fourth semester, and Appreciative Reading in the fifth semester. Additionally, the study load of each course in Reading was in amount of 2 (*SKS*). So that the total credits in Speaking courses were 8 (*SKS*). The students' score from those courses have been shown below.

Table 4.7 Students' Scores in Reading Course

COD E	READING COURSES				NTN	Σ	Predicate
	2 nd Sem- (<i>Literal Reading</i>)	3 rd Sem- (<i>Interpreti ve Reading</i>)	4 th Sem- (<i>Critical Reading</i>)	5 th Sem (<i>Appreciati ve Reading</i>)			
S-1	79.24 (B)	88.0 (A)	91.36 (A)	80.0 (A)	30	84.64	Very Good
S-2	85.1 (A)	81.0 (A)	88.6 (A)	76.5 (B)	30	82.8	Very Good
S-3	70.5 (B)	70.67 (B)	71.5 (B)	76.5 (B)	24	72.29	Good
S-4	77.4 (B)	85.0 (A)	92.16 (A)	80.0 (A)	30	83.64	Very Good
S-5	78.6 (B)	62.04 (C)	60.6 (C)	76.5 (B)	20	69.43	Enough
S-6	78.7 (B)	82.6 (A)	85.2 (A)	76.5 (B)	28	80.75	Very Good
S-7	88.5 (A)	89.2 (A)	73.0 (B)	76.5 (B)	28	81.8	Very Good
S-8	63.9 (C)	65.41 (C)	92.8 (A)	75.5 (B)	22	74.4	Good
S-9	86.2 (A)	83.4 (A)	91.9 (A)	80.0 (A)	32	85.38	Very Good
S-10	77.0 (B)	83.4 (A)	84.13 (A)	80.0 (A)	30	81.13	Very Good
S-11	63.0 (C)	61.34 (C)	74.56 (B)	80.0 (A)	22	69.73	Enough
S-12	66.9(C)	71.80 (B)	60.8 (C)	76.5 (B)	20	69	Enough
S-13	75.6 (B)	84.2 (A)	70.6 (B)	80.0 (A)	28	77.6	Good
S-14	76.5 (B)	81.2 (A)	80.28 (A)	76.5 (B)	28	78.62	Good
S-15	72.3 (B)	61.34 (C)	77.56 (B)	76.5 (B)	22	71.93	Good
S-16	78.9 (B)	73.2 (B)	62.4 (C)	76.5 (B)	22	72.75	Good
S-17	69.1 (C)	81.0 (A)	78.74 (B)	76.5 (B)	24	76.34	Good
S-18	71.4 (B)	70.2 (B)	60.8 (C)	76.5 (B)	22	69.73	Enough
S-19	72.9 (B)	64.2 (C)	70.6 (B)	76.5 (B)	22	71.05	Good
S-20	75.1 (B)	85.6 (A)	89.05 (A)	80.0 (A)	30	82.44	Very Good
S-21	65.6 (C)	76.2 (B)	62.1 (C)	76.5 (B)	20	70.1	Good
S-23	81.5 (A)	84.0 (A)	82.49 (A)	80.0 (A)	32	81.99	Very Good
S-24	74.7 (B)	87.2 (A)	70.77 (B)	76.5 (B)	26	77.29	Good
S-25	81.8 (A)	72.2 (B)	71.5 (B)	80.0 (A)	28	76.38	Good
S-26	74.3 (B)	70.19 (B)	61.1 (C)	76.5 (B)	22	70.52	Good
S-27	63.5(C)	60.02 (C)	70.66 (B)	76.5 (B)	20	67.62	Enough
S-28	82.1 (A)	85.0 (A)	87.4 (A)	76.5 (B)	30	82.76	Very Good
S-29	68.0 (C)	60.2 (C)	85.42 (A)	76.5 (B)	22	72.53	Good
S-30	60.0 (C)	60.89 (C)	84.16 (A)	76.5 (B)	22	70.39	Good
S-31	66.0 (C)	60.89 (C)	84.16 (A)	76.5 (B)	22	71.89	Good
S-32	70.7 (B)	88.0 (A)	87.91 (A)	80.0 (A)	30	81.65	Very Good
S-33	74.0 (B)	84.2 (A)	89.28 (A)	80.0 (A)	30	81.87	Very Good
S-32	76.0 (B)	62.04 (C)	88.16 (A)	76.5 (B)	24	75.68	Good
S-34	77.9 (B)	82.2 (A)	62.4 (C)	76.5 (B)	24	74.75	Good
S-35	84.0 (A)	85.0 (A)	88.0 (A)	80.0 (A)	32	84.25	Very Good
S-36	73.9 (B)	65.73 (C)	71.26 (B)	76.5 (B)	22	71.85	Good
S-37	77.5 (B)	83.2 (A)	85.87 (A)	80.0 (A)	30	81.64	Very Good
S-38	82.0 (A)	72.2 (B)	71.8 (B)	76.5 (B)	26	75.6	Good

S-39	84.1 (A)	86.4 (A)	85.42(A)	80.0 (A)	32	83.98	Very Good
S-40	68.0 (C)	80.443 (A)	60.9 (C)	76.5 (B)	22	71.46	Good
S-41	84.4 (A)	81.8 (A)	94.3 (A)	76.5 (B)	30	84.25	Very Good
S-42	62.5 (C)	60.15 (C)	74.26 (B)	76.5 (B)	20	68.35	Enough
Sum						3212.25	
Lowest Score						67.62	
Highest Score						85.38	
Mean						76.48214	
St. Deviation						5.641289	

Based on the table above it is known that the lowest score in Reading Course was 67.62 and the highest score was 85.38.

Table 4.8 the Distribution of Students' Reading Scores

No	Category				Frequency
	Value Range	Score	Latter Value	Classification	
1	86 – 100	4	A	Very Good	0
2	80 – 85				16
3	76 – 79	3	B	Good	5
4	70 – 75				15
5	66 – 69	2	C	Enough	6
6	60 – 65				0
7	50 – 59	1	D	Failed	0
8	0 – 49	0	E		0
	Total				42

Based on the table above, it can be seen the variation of score. Based on the calculation there were no students who acquired score 86-100, sixteen students acquired score 80-85, five students acquired score 76-79, fifteen students acquired 70-75 score, six students acquired 66-69 score, and then there is no student got 60-65, 50-59, or even 0-49 score.

d) Analysis of Students' Scores in Listening Courses

In Listening courses there are four courses that the students took in the second semester until the fifth semester, they were Literal Listening in the second semester, Interpretive Listening in

the third semester, Critical Listening in the fourth semester, and Extensive Listening in the fifth semester. Additionally, the study load of each course in Speaking was in amount of 2 (SKS). So that the total credits in Listening courses were 8 (SKS). The students' score from those courses have been shown below:

Table 4.9 Students' Scores in Listening Course

CODE	LISTENING COURSES				KTN	Σ	Predicate
	2 nd Sem- (<i>Literal Listening</i>)	3 rd Sem- (<i>Interpretive Listening</i>)	4 th Sem- (<i>Critical Listening</i>)	5 rd Sem- (<i>Extensive Listening</i>)			
S-1	83.2 (A)	75.5 (B)	74.1 (B)	82.0 (A)	28	78.7	Good
S-2	83.8 (A)	73.5 (B)	76.7 (B)	74.4 (B)	26	77.1	Good
S-3	70.3 (B)	74.4 (B)	68.8 (C)	71.5 (B)	22	71.25	Good
S-4	87.3 (A)	76.5 (B)	73.5 (B)	86.2 (A)	28	80.88	Very Good
S-5	85.0 (A)	70.2 (B)	68.8 (C)	70.0 (B)	24	73.5	Good
S-6	71.5 (B)	70.3 (B)	70.6 (B)	80.2 (A)	26	73.15	Good
S-7	84.4 (A)	70.8 (B)	73.1 (B)	80.6 (A)	28	77.23	Good
S-8	72.4 (B)	74.0 (B)	68.8 (C)	75.5 (B)	22	72.68	Good
S-9	84.1 (A)	70.0 (B)	70.2 (B)	72.0 (B)	26	74.08	Good
S-10	85.0 (A)	70.0 (B)	70.2 (B)	70.0 (B)	26	73.8	Good
S-11	71.5 (B)	82.5 (A)	72.8 (B)	71.5 (B)	26	74.58	Good
S-12	71.5 (B)	74.4 (B)	68.3 (C)	75.7 (B)	22	72.48	Good
S-13	73.0 (B)	76.7 (B)	75.6 (B)	70.0 (B)	24	73.83	Good
S-14	84.3 (A)	70.2 (B)	66.0 (C)	74.1 (B)	24	73.65	Good
S-15	61.4 (C)	75.0 (B)	69.0 (C)	70.0 (B)	20	68.85	Enough
S-16	84.0 (A)	70.3 (B)	70.3 (B)	77.8 (B)	26	75.6	Good
S-17	73.0 (B)	70.2 (B)	70.2 (B)	78.7 (B)	24	73.03	Good
S-18	73.0 (B)	70.2 (B)	70.1 (B)	70.0 (B)	24	70.95	Good
S-19	75.0 (B)	70.1 (B)	68.6 (C)	8.50 (A)	24	73.55	Good
S-20	71.5 (B)	74.5 (B)	70.2 (B)	73.5 (B)	24	72.43	Good
S-21	73.5 (B)	70.0 (B)	75.1 (B)	80.0 (A)	26	74.65	Good
S-23	80.1 (A)	80.2 (A)	82.7 (A)	81.5 (A)	32	81.13	Very Good
S-24	80.4 (A)	76.7 (B)	73.5 (B)	83.2 (A)	28	78.23	Good
S-25	80.1 (A)	70.8 (B)	70.3 (B)	73.5 (B)	26	73.68	Good
S-26	65.0 (C)	75.8 (B)	68.8 (C)	70.0 (B)	20	69.9	Enough
S-27	73.0 (B)	71.1 (B)	69.4 (C)	75.8 (B)	22	72.33	Good
S-28	90.4 (A)	70.3 (B)	81.5 (A)	78.5 (B)	28	80.18	Very Good
S-29	71.4 (B)	72.3 (B)	72.9 (B)	70.0 (B)	24	71.65	Good
S-30	71.5 (B)	71.0 (B)	68.94 (C)	70.0 (B)	22	70.36	Good
S-31	70.2 (B)	73.7 (B)	69.1 (C)	77.5 (B)	22	72.63	Good
S-32	71.5 (B)	70.5 (B)	75.0 (B)	73.9 (B)	24	72.73	Good

S-33	85.5 (A)	70.0 (B)	70.2 (B)	70.0 (B)	26	73.93	Good
S-32	84.2 (A)	76.7 (B)	62.9 (C)	70.0 (B)	24	73.45	Good
S-34	85.3 (A)	74.1 (B)	74.0 (B)	78.2 (B)	26	77.9	Good
S-35	85.0 (A)	70.0 (B)	70.2 (B)	73.5 (B)	26	74.68	Good
S-36	60.6 (C)	75.9 (B)	71.0 (B)	70.0 (B)	22	69.38	Enough
S-37	75.2 (B)	73.3 (B)	70.2 (B)	70.0 (B)	24	72.18	Good
S-38	74.0 (B)	72.1 (B)	70.3(B)	76.0 (B)	24	73.1	Good
S-39	71.7 (B)	82.2(A)	70.5 (B)	78.9 (B)	26	75.83	Good
S-40	73.7 (B)	73.5 (B)	67.9 (C)	70.0 (B)	22	71.3	Good
S-41	85.0 (A)	70.0 (B)	70.2 (B)	75.1 (B)	26	75.08	Good
S-42	71.5 (B)	75.8 (B)	69.0 (C)	70.0 (B)	22	71.58	Good
Sum						3107.2	
Lowest Score						68.85	
Highest Score						81.13	
Mean						73.98095	
St. Deviation						2.93417	

Based on the data above it can be known that the highest score in Listening course was 81.13 and the lowest score was 68.85.

Table 4.10 the Distribution of Students' Listening Scores

No	Category				Frequency
	Value Range	Score	Latter Value	Classification	
1	86 – 100	4	A	Very Good	0
2	80 – 85				3
3	76 – 79	3	B	Good	5
4	70 – 75				31
5	66 – 69	2	C	Enough	3
6	60 – 65				0
7	50 – 59	1	D	Failed	0
8	0 – 49	0	E		0
	Total				42

Based on the table above, it can be seen the variation of score. Based on the calculation there is no student who acquired score 86-100, and three students acquired score 80-85, five students acquired score 76-79, thirty one students acquired 70-75

score, three students acquired 66-69 score, and then there is no student got 60-65, 50-59, or even 0-49 score.

e) Analysis of Students' Scores in Pronunciation Course

The students took the Pronunciation course in the first semester and the study load of that course was in amount of 2 (SKS). So that the total credits in Pronunciation course was only 2 (SKS). The students' score from that course have been shown below.

Table 4.11 Students' Scores in Pronunciation

CODE	PRONUNCIATION COURSE		KTN	Predicate
	1 st semester (<i>Pronunciation Practice</i>)			
	Score	Value		
S-1	73.3	(B)	6	Good
S-2	74.4	(B)	6	Good
S-3	74.4	(B)	6	Good
S-4	81.0	(A)	8	Very Good
S-5	73.03	(B)	6	Good
S-6	70.0	(B)	6	Good
S-7	80.1	(A)	8	Very Good
S-8	75.0	(B)	6	Good
S-9	88.82	(A)	8	Very Good
S-10	91.1	(A)	8	Very Good
S-11	77.3	(B)	6	Good
S-12	70.5	(B)	6	Good
S-13	74.8	(B)	6	Good
S-14	71.8	(B)	6	Good
S-15	77.06	(B)	6	Good
S-16	79.75	(B)	6	Good
S-17	88.9	(A)	8	Very Good
S-18	87.54	(A)	8	Very Good
S-19	86.43	(A)	8	Very Good
S-20	92.77	(A)	8	Very Good
S-21	88.41	(A)	8	Very Good
S-23	88.33	(A)	8	Very Good
S-24	86.09	(A)	8	Very Good

S-25	88.96	(A)	8	Very Good
S-26	83.6	(A)	8	Very Good
S-27	79.5	(B)	6	Good
S-28	93.0	(A)	8	Very Good
S-29	73.9	(B)	6	Good
S-30	76.15	(B)	6	Good
S-31	75.2	(B)	6	Good
S-32	77.5	(B)	6	Good
S-33	80.75	(A)	8	Very Good
S-32	86.5	(A)	8	Very Good
S-34	82.85	(A)	8	Very Good
S-35	83.57	(A)	8	Very Good
S-36	86.5	(A)	8	Very Good
S-37	76.3	(B)	6	Good
S-38	73.7	(B)	6	Good
S-39	88.72	(A)	8	Very Good
S-40	72.6	(B)	6	Good
S-41	84.67	(A)	8	Very Good
S-42	72.4	(B)	6	Good
Sum			3387.2	
Lowest Score			70	
Highest Score			93	
Mean			80.64762	
St. Deviation			6.8026	

Based on the table above it is known that in Pronunciation course the lowest score was 70 and the highest score was 93.

Table 4.12 the Distribution of Students' Pronunciation Score

No	Category				Frequency
	Value Range	Score	Latter Value	Classification	
1	86 – 100	4	A	Very Good	14
2	80 – 85				9
3	76 – 79	3	B	Good	7
4	70 – 75				14
5	66 – 69	2	C	Enough	0
6	60 – 65				0
7	50 – 59	1	D	Failed	0
8	0 – 49	0	E		0
	Total				42

Based on the table above, it can be seen the variation of score. Based on the calculation there were fourteen students who

acquired score 86-100, and nine students acquired score 80-85, seven students acquired score 76-79, fourteen students acquired 70-75 score, and then there is no student got 66-69, 60-65, 50-59, or even 0-49 score.

f) Analysis of Students' Scores Vocabulary Courses

The students took the Vocabulary courses in the first semester and the study load of that course was in amount of 2 (SKS). So that the total credits in Vocabulary course was only 2 (SKS). The students' score from that course have been shown below:

Table 4.131 Students' Scores Vocabularys Courses

CODE	VOCABULARY COURSE		KTN	Predicate
	1st semester (Vocabulary)			
	Score	Letter Value		
S-1	81.1	(A)	8	Very Good
S-2	82.9	(A)	8	Very Good
S-3	70.3	(B)	6	Good
S-4	88.5	(A)	8	Very Good
S-5	70.1	(B)	6	Good
S-6	78.0	(B)	6	Good
S-7	75.6	(B)	6	Good
S-8	73.6	(B)	6	Good
S-9	80.0	(A)	8	Very Good
S-10	80.2	(A)	8	Very Good
S-11	72.0	(B)	6	Good
S-12	70.3	(B)	6	Good
S-13	79.2	(B)	6	Good
S-14	79.1	(B)	6	Good
S-15	70.2	(B)	6	Good
S-16	74.5	(B)	6	Good
S-17	80.2	(A)	8	Very Good
S-18	72.2	(B)	6	Good
S-19	71.6	(B)	6	Good
S-20	87.0	(A)	8	Very Good
S-21	78.6	(B)	6	Good

S-23	82.0	(A)	8	Very Good
S-24	70.0	(B)	6	Good
S-25	82.6	(A)	8	Very Good
S-26	81.5	(A)	8	Very Good
S-27	71.6	(B)	6	Good
S-28	81.8	(A)	8	Very Good
S-29	70.8	(B)	6	Good
S-30	70.1	(B)	6	Good
S-31	74.8	(B)	6	Good
S-32	79.1	(B)	6	Good
S-33	81.6	(A)	8	Very Good
S-32	70.2	(B)	6	Good
S-34	70.1	(B)	6	Good
S-35	80.4	(A)	8	Very Good
S-36	70.8	(B)	6	Good
S-37	73.8	(B)	6	Good
S-38	75.5	(B)	6	Good
S-39	78.3	(B)	6	Good
S-40	70.0	(B)	6	Good
S-41	70.1	(B)	6	Good
S-42	70.1	(B)	6	Good
Sum			3190,4	
Lowest Score			70	
Highest Score			88.5	
Mean			75.9619	
St. Deviation			5.314543	

Based on the table above it is known that in Vocabulary course the lowest score was 70 and the highest score was 88.5.

Table 4.14 the Distribution of Students' Vocabulary Score

No	Category				Frequency
	Value Range	Score	Latter Value	Classification	
1	86 – 100	4	A	Very Good	2
2	80 – 85				11
3	76 – 79	3	B	Good	6
4	70 – 75				23
5	66 – 69	2	C	Enough	0
6	60 – 65				0
7	50 – 59	1	D	Failed	0
8	0 – 49	0	E		0
	Total				42

Based on the table above, it can be seen the variation of score. Based on the calculation there were two students who acquired score 86-100, and eleven students acquired score 80-85, six students acquired score 76-79, twenty two students acquired 70-75 score, and then there is no student got 66-69, 60-65, 50-59, or even 0-49 score.

g) Analysis of Students' Score in Grammar Courses

In Grammar courses there are four courses that the students took in the second semester until the fifth semester, they were Elementary English Grammar in the first semester, Pre-Intermediate English Grammar in the second semester, Intermediate English Grammar in the third semester, and Advanced English Grammar in the fourth semester. Additionally, the study load of each course in Grammar was in amount of 2 (SKS). So that the total credits in Speaking courses were 8 (SKS).

The students' score from those courses have been shown below.

Table 4.15 Students' Scores in Grammar Course

CODE	GRAMMAR COURSES				KTN	Σ	Predicate
	1 st Semester- (Elementary English Grammar)	2 nd Sem- (Pre-Intermediate English Grammar)	3 rd Sem- (Intermediate English Grammar)	4 th Sem- (Advanced English Grammar)			
S-1	80.81 (A)	60.0 (C)	77.5 (B)	70.5 (B)	24	72.2	Good
S-2	82.87 (A)	80.0 (A)	77.2 (B)	91.9 (A)	30	82.99	Very Good
S-3	73.56 (B)	60.0 (C)	78.01 (B)	76.2 (B)	22	71.94	Good
S-4	87.74 (A)	80.0 (A)	81.8 (A)	72.1 (B)	30	80.41	Very Good
S-5	60.5 (C)	71.5 (B)	63.0 (C)	79.2 (B)	20	68.55	Enough
S-6	73.63 (B)	81.7 (A)	80.5 (A)	75.4 (B)	28	77.81	Good
S-7	80.08 (A)	83.5 (A)	70.8 (B)	80.0 (A)	30	78.6	Good
S-8	73.58 (B)	74.9 (B)	60.0 (C)	71,0 (B)	22	69.87	Enough

S-9	75.2 (B)	73.0 (B)	80.0 (A)	70.4 (B)	26	74.65	Good
S-10	79.6 (B)	81.0 (A)	79.2 (B)	70.3 (B)	26	77.53	Good
S-11	70.54 (B)	71.8 (B)	80.2 (A)	79.1(B)	26	75.41	Good
S-12	72.3 (B)	72.1 (B)	61.5 (C)	70.5 (B)	22	69.1	Enough
S-13	73.99 (B)	80.3 (A)	68.1 (C)	78.0 (B)	24	75.09	Good
S-14	65.62 (C)	70.1 (B)	60.5 (C)	85.7 (A)	22	70.48	Good
S-15	65.4 (C)	56.5 (D)	61.0 (C)	87.8 (A)	18	67.68	Enough
S-16	67.9 (C)	71.8 (B)	60.8 (C)	69.0 (C)	18	67.38	Enough
S-17	80.2 (A)	80.4 (A)	76.7 (B)	70.1 (B)	28	76.85	Good
S-18	70.5 (B)	78.1 (B)	71.5 (B)	70.5 (B)	24	72.65	Good
S-19	78.1 (B)	75.4 (B)	66.3 (C)	72.0 (B)	22	72.95	Good
S-20	80.1 (A)	81.2 (A)	82.2 (A)	70.5 (B)	30	78.5	Good
S-21	73.0 (B)	74.1 (B)	60.0 (C)	72.0 (B)	22	69.78	Enough
S-23	84.7 (A)	83.1 (A)	81.6 (A)	70.3 (B)	30	79.93	Good
S-24	73.2 (B)	63.0 (C)	70.0 (B)	70.2 (B)	22	69.1	Enough
S-25	82.3 (A)	82.6 (A)	69.0 (C)	80.0 (A)	28	78.48	Good
S-26	74.3 (B)	60.0 (C)	68.5 (C)	73.0 (B)	26	68.95	Enough
S-27	66.8 (C)	77.9 (B)	63.3 (C)	81.4 (A)	22	72.35	Good
S-28	80.56(A)	75.6 (B)	78.0 (B)	70.1 (B)	30	76.07	Good
S-29	71.14 (B)	60.0 (C)	60.0 (C)	78.0 (B)	26	67.29	Enough
S-30	60.5 (C)	73.6(B)	63.0 (C)	67.5 (C)	18	66.15	Enough
S-31	62.0 (C)	60.0 (C)	63.9 (C)	70.2 (B)	18	64.06	Enough
S-32	72.72 (B)	83.4 (A)	83.0 (A)	74.3 (B)	28	78.36	Good
S-33	70.0 (B)	81.2 (A)	79.2 (B)	71.5 (B)	26	75.48	Good
S-32	60.5 (C)	70.0 (B)	71.5 (B)	70.5 (B)	22	68.13	Enough
S-34	70.1 (B)	72.7 (B)	68.6 (C)	88.4 (A)	24	74.95	Good
S-35	73.7 (B)	75.5 (B)	81.8 (A)	70.0 (B)	26	75.25	Good
S-36	67.8 (C)	60.0 (C)	71.5 (B)	60.4 (C)	18	64.93	Enough
S-37	73.1 (B)	77.1 (B)	70.0 (B)	70.5 (B)	24	72.68	Good
S-38	74.2 (B)	73.6 (B)	80.0 (A)	75.0 (B)	26	75.7	Good
S-39	74.5 (B)	73.1 (B)	82.6 A	73.8 (B)	26	76	Good
S-40	71.0 (B)	62.5 (C)	77.56 (B)	74.5 (B)	22	71.39	Good
S-41	71.66 (B)	73.0 (B)	81.7 (A)	72.3 (B)	26	74.67	Good
S-42	65.3 (C)	73.2 (B)	76.0 (B)	85.2 (A)	24	74.93	Good
Sum						3075.27	
Lowest Score						64.06	
Highest Score						82.99	
Mean						73.22071	
St. Deviation						4.542494	

Based on the table above it is known that in Grammar courses the lowest score was 64.06 and the highest score was 82.99.

Table 4.16 The Distribution of Students' Speaking Scores

No	Category				Frequency
	Value Range	Score	Latter Value	Classification	
1	86 – 100	4	A	Very Good	0
2	80 – 85				2
3	76 – 79	3	B	Good	10
4	70 – 75				17
5	66 – 69	2	C	Enough	11
6	60 – 65				2
7	50 – 59	1	D	Failed	0
8	0 – 49	0	E		0
	Total				42

Based on the table above, it can be seen the variation of score. Based on the calculation there were no students who acquired score 86-100, two students acquired score 80-85, ten students acquired score 76-79, seventeen students acquired score 70-75, eleven students acquired 66-69 score, two students acquired 60-65 score, and then there is no student got 60-65, 50-59, or even 0-49 score.

2. The Result of Students' GPA Score in English Skill and English Components Courses

The data of students' GPA scores in English Skill courses namely Reading, Writing, Speaking, Listening, and also in English components courses namely Grammar, Pronunciation, and Vocabulary have been conducted from the administration of English Education

Study Program at IAIN Palangka Raya on April, 3rd 2019 and the researcher was also clarify the data from the students who as the sample of this study with directly asked them about their score in each courses whether the data or score was true or not. Because the researcher considered the students who took recourses class whether their score was updated or not.

Table 4.17 The Result of Students' GPA Score in English Skill and Components Courses

NO	CODE	GPA Scores (X)	X ²
1	S-1	154	23716
2	S-2	156	24336
3	S-3	132	17424
4	S-4	166	27556
5	S-5	124	15376
6	S-6	148	21904
7	S-7	148	21904
8	S-8	150	22500
9	S-9	126	15876
10	S-10	152	23104
11	S-11	132	17424
12	S-12	122	14884
13	S-13	134	17956
14	S-14	128	16384
15	S-15	116	13456
16	S-16	124	15376
17	S-17	142	20164
18	S-18	130	16900
19	S-19	134	17956
20	S-20	144	20736
21	S-21	136	18496
22	S-23	170	28900
23	S-24	140	19600
24	S-25	152	23104
25	S-26	130	16900
26	S-27	126	15876
27	S-28	152	23104

28	S-29	134	17956
29	S-30	120	14400
30	S-31	120	14400
31	S-32	152	23104
32	S-33	150	22500
33	S-32	128	16384
34	S-34	136	18496
35	S-35	154	23716
36	S-36	118	13924
37	S-37	144	20736
38	S-38	142	20164
39	S-39	160	25600
40	S-40	140	19600
41	S-41	144	20736
42	S-42	122	14884
Sum		5832	817512
Lowest Score		116	
Highest Score		170	
Mean		138.8571429	
Standard Deviation		13.70165	

Based on the calculation variable X was found $\sum X = 5832$ and $\sum X^2 = 817512$. Therefore, based on the data above, it is known that the highest score was 170 and the lowest score was 116.

3. The Students' TOEFL Scores

The researcher was got the data of students' TOEFL score from Language Development Unit at IAIN Palangka Raya also on April 2nd, 2019. In this case, the researcher only asked the students' TOEFL score from English Education Study Program on the academic year 2015.

Table 4.18 The Students' First TOEFL Score

NO	CODE	TOEFL Scores (Y)	Y ²
1	S-1	440	193600

2	S-2	483	233289
3	S-3	347	120409
4	S-4	537	288369
5	S-5	340	115600
6	S-6	357	127449
7	S-7	427	182329
8	S-8	307	94249
9	S-9	407	165649
10	S-10	443	196249
11	S-11	330	108900
12	S-12	380	144400
13	S-13	450	202500
14	S-14	363	131769
15	S-15	347	120409
16	S-16	337	113569
17	S-17	423	178929
18	S-18	347	120409
19	S-19	427	182329
20	S-20	413	170569
21	S-21	373	139129
22	S-23	500	250000
23	S-24	503	253009
24	S-25	440	193600
25	S-26	353	124609
26	S-27	297	88209
27	S-28	457	208849
28	S-29	343	117649
29	S-30	353	124609
30	S-31	307	94249
31	S-32	500	250000
32	S-33	403	162409
33	S-32	317	100489
34	S-34	337	113569
35	S-35	387	149769
36	S-36	350	122500
37	S-37	450	202500
38	S-38	380	144400
39	S-39	383	146689
40	S-40	330	108900
41	S-41	353	124609
42	S-42	410	168100
Sum		16431	6578821
Lowest Score		297	
Highest Score		537	
Mean		391.2142857	
Standard Deviation		60.64271	

Based on the calculation variable Y was found $\sum Y = 16431$ and $\sum Y^2 = 6578821$. Therefore, based on the data above, it is known that the highest score was 537 and the lowest score was 297.

Table 4.19 The Determination Score of TOEFL PBT

(Mustafa, 2016, p. 20)

No	Interpretation	
1	Special Advance	> 550
2	Advanced	501-559
3	Pre-Advanced	426-500
4	Intermediate	351-425
5	Pre-Intermediate	200-350
6	Elementary	> 200

The classification of the students' TOEFL scores can be seen in the table below.

Table 4.20 The Distribution of Students' TOEFL Score

No	Category		Frequeancy
1	Special Advance	> 550	0
2	Advanced	501-559	2
3	Pre-Advanced	426-500	11
4	Intermediate	351-425	16
5	Pre-Intermediate	200-350	13
6	Elementary	> 200	0

Based on the data above, can be seen the variation of students' TOEFL scores. There were no students who acquired score > 550 , one student who acquired score 501-559, eleven students who acquired score 426-500, sixteen students who acquired score 351-425, thirteen students who acquired score 200-350, and there were no students acquired score > 200 .

B. Research Findings

1. Testing Assumptions

a) Testing Normality

The normality test was used to know whether the data were normal or not and the calculation of the normality test can be seen in the table below:

Table 4.20 Testing Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
GPA	.091	42	.200*	.969	42	.306
TOEFL	.142	42	.032	.948	42	.054

a. Lilliefors Significance Correction

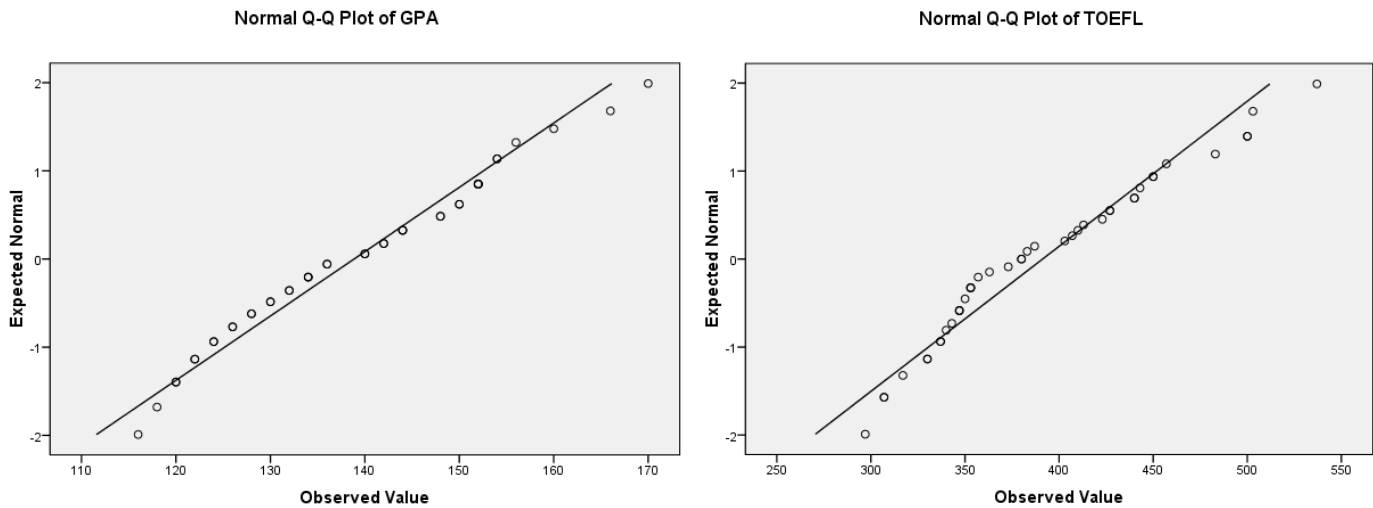
*. This is a lower bound of the true significance.

The test of normality above was calculated used SPSS 20.0, meanwhile the data showed that the level significance of GPA score in Shapiro-Wilk's table was $0.306 > 0.05$ it could be concluded that the data was normal distribution and the level significance of TOEFL score was

$0.054 > 0.05$ and it is also meant that the data in normal distribution.

Meanwhile, for the Scatterplot chart is shown below:

Figure 4.1 The Scatterplot of Normality Test



The graphs above showed that the distribution of both data students' GPA and TOEFL scores forms an approximately straight line, so it can be concluded the data from students' GPA and TOEFL scores were normal.

b) Testing Linearity

The linearity test was used to know whether the data were linear or not and the calculation of the linearity test can be seen in the table below:

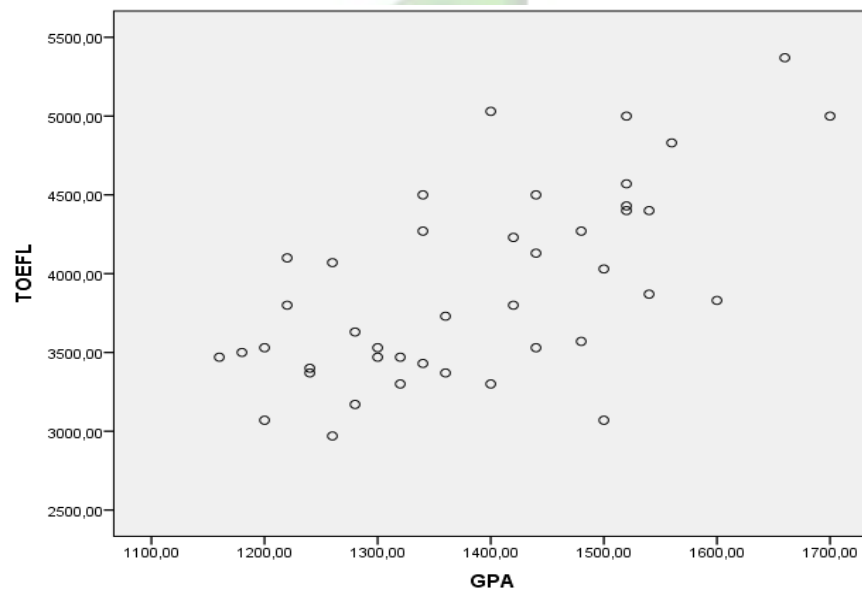
Table 4.21 Testing Linearity

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
TOEFL * GPA	Between Groups	(Combined)	103561.238	21	4931.488	2.089	.053
		Linearity	61495.022	1	61495.022	26.047	.000
		Deviation from Linearity	42066.216	20	2103.311	.891	.601
	Within Groups		47217.833	20	2360.892		

	Total	150779.071	41			
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Based on the calculation of the data above, the significant value showed the value was 0.601 and it was higher than 0.05 ($0.601 > 0.05$), which means there is a significant linear relationship between students' GPA scores (X) and students' TOEFL scores (Y).

Figure 4.2 The Scatterplot of Linearity



Based on the figure above the dots was spread in line, so it can be concluded that there is a correlation between students' GPA score (X) and students' TOEFL score (Y).

c) Homogeneity

The homogeneity test was used to know whether the data were homogeneity or not and the calculation of the homogeneity test can be seen in the table below:

Test of Homogeneity of Variances			
GPA SCORE			

T	Levene Statistic	df1	df2	Sig.
a	.053	1	40	.819

ble 4.22 Testing Homogeneity

Based on the output of SPSS 20.0 program above it was known that the value of variable significant of GPA score (X) and TOEFL score (Y) = 0.819 > 0.05 and it can be concluded that the variable data of GPA score (X) and TOEFL score (Y) were same variants.

2. Testing Hypothesis

a) The Correlation Between Students' GPA Score and TOEFL Scores

In this case with the aim to measure the correlation between students' GPA and TOEFL scores the researcher used Pearson product Moment formula. The data are described on the following table:

Table 4.23
The Correlation between Students' GPA and TOEFL Scores

NO	CODE	X	Y	XY	X ²	Y ²
1	S-1	154	440	67760	23716	193600
2	S-2	156	483	75348	24336	233289
3	S-3	132	347	45804	17424	120409
4	S-4	166	537	89142	27556	288369
5	S-5	124	340	42160	15376	115600
6	S-6	148	357	52836	21904	127449
7	S-7	148	427	63196	21904	182329
8	S-8	150	307	46050	22500	94249
9	S-9	126	407	51282	15876	165649
10	S-10	152	443	67336	23104	196249
11	S-11	132	330	43560	17424	108900
12	S-12	122	380	46360	14884	144400

13	S-13	134	450	60300	17956	202500
14	S-14	128	363	46464	16384	131769
15	S-15	116	347	40252	13456	120409
16	S-16	124	337	41788	15376	113569
17	S-17	142	423	60066	20164	178929
18	S-18	130	347	45110	16900	120409
19	S-19	134	427	57218	17956	182329
20	S-20	144	413	59472	20736	170569
21	S-21	136	373	50728	18496	139129
22	S-23	170	500	85000	28900	250000
23	S-24	140	503	70420	19600	253009
24	S-25	152	440	66880	23104	193600
25	S-26	130	353	45890	16900	124609
26	S-27	126	297	37422	15876	88209
27	S-28	152	457	69464	23104	208849
28	S-29	134	343	45962	17956	117649
29	S-30	120	353	42360	14400	124609
30	S-31	120	307	36840	14400	94249
31	S-32	152	500	76000	23104	250000
32	S-33	150	403	60450	22500	162409
33	S-32	128	317	40576	16384	100489
34	S-34	136	337	45832	18496	113569
35	S-35	154	387	59598	23716	149769
36	S-36	118	350	41300	13924	122500
37	S-37	144	450	64800	20736	202500
38	S-38	142	380	53960	20164	144400
39	S-39	160	383	61280	25600	146689
40	S-40	140	330	46200	19600	108900
41	S-41	144	353	50832	20736	124609
42	S-42	122	410	50020	14884	168100
Total		$\sum X = 5832$	$\sum Y = 16431$	$\sum XY = 2303318$	$\sum X^2 = 817512$	$\sum Y^2 = 6578821$

From the calculation of variable X and Y above, it was known that:

$$\sum X = 5832$$

$$\sum X^2 = 817512$$

$$\sum Y = 16431$$

$$\sum Y^2 = 6578821$$

$$\sum XY = 2303318$$

Therefore, the researcher calculated the data with manual calculation and also the SPSS program, and the measurement of r_{xy} as follows:

1) Manual Calculation Correlation

To find the coefficient correlation, the researcher applied the product moment correlation. The formulas as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} : Index number correlation "r" product moment.

$\sum X$: Amount of all X score.

$\sum Y$: Amount of all Y score.

$\sum XY$: Amount of multiplication result between score X and Y.

N : Number of students.

It is known that:

$$\begin{aligned} r_{xy} &= \frac{42 \times 2303318 - 5832 \times 16431}{\sqrt{[42 \times 817512 - (5832)^2] \times [42 \times 6578821 - (16431)^2]}} \\ &= \frac{96739356 - 95825592}{\sqrt{(34335504 - 34012224) \times (276310482 - 269977761)}} \\ &= \frac{913764}{\sqrt{323280 \times 6332721}} \end{aligned}$$

$$= \frac{913764}{\sqrt{2.04724 \cdot 10^{12}}}$$

$$= \frac{913764}{\sqrt{2.04724 \cdot 10^6}}$$

$$= \frac{913764}{1430818}$$

$$r = 0.639$$

2) Using the SPSS Program

Table 4.24 SPSS Calculation of Correlation Between GPA

S

Correlations			
		GPA	TOEFL
GPA	Pearson Correlation	1	.639**
	Sig. (2-tailed)		.000
	N	42	42
TOEFL	Pearson Correlation	.639**	1
	Sig. (2-tailed)	.000	
	N	42	42

** . Correlation is significant at the 0.01 level (2-tailed).

d TOEFL Score

Based on both manual and with SPSS 20.0 calculation that have been elaborated above, it can be seen that the coefficient correlation was 0.639 and the significant was 0.000. Moreover, to prove the value of “r” based on the calculation degree of freedom was known that $df = N - nr =$, $N = 42$, $nr = 2$, $df = 42 - 2 = 40$ and the r_{table} was 0.3932. The result showed that the $r_{observe}$

0.639 is higher than r_{table} 0.3932 at 1%. Therefore, it can be concluded that the alternative hypothesis (H_a) was accepted and the Null Hypothesis (H_o) was rejected. Because there was a positive moderate correlation between GPA score (X) and TOEFL score (Y). Meanwhile, the chart of the correlation result shown as follows:

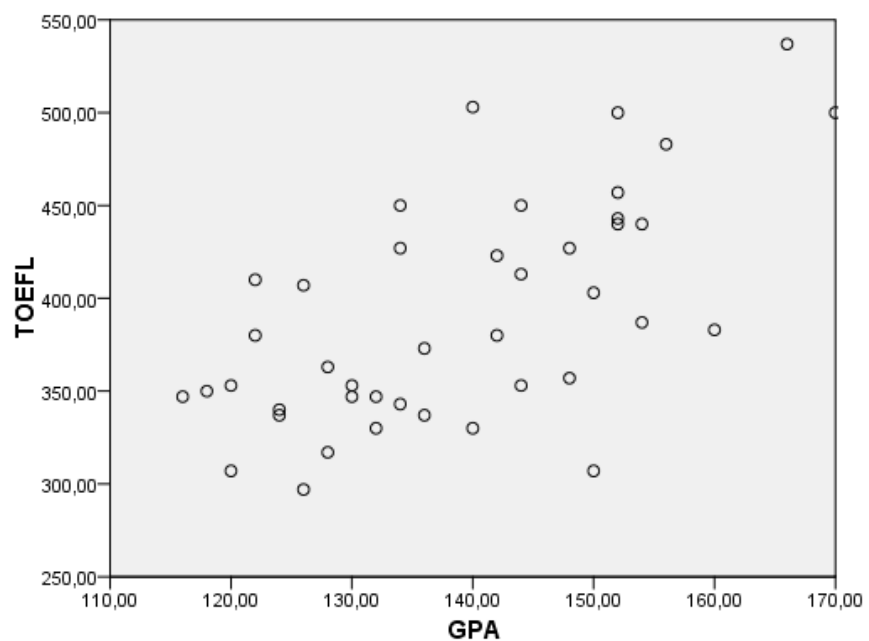


Figure 4.3 Scatterplot Chart of SPSS Calculation

Based on the figure above the dots was spread in line, so it can be concluded that there is a correlation between students' GPA score (X) and students' TOEFL score (Y).

b) Weight of Correlation (%)

Next, the researcher measures the contribution variable X to variable Y with used the formula by Riduwan (2004, p. 138).

$$KP = r^2 \times 100\%$$

Where:

KP = determinant coefficient score.

r^2 = correlation coefficient score.

It is known that:

$$\begin{aligned} KP &= r^2 \times 100 \% \\ &= 0.639^2 \times 100\% \\ &= 40.8321 \times 100 \% \\ &= 40.8321 \% \end{aligned}$$

The interpretation of the coefficient of determination is 40.8321 % variance GPA score can be explained by TOEFL score. It meant that GPA score gives 40.8321 % contribution to TOEFL score meanwhile 59.1679 % influenced by the other aspects.

c) To know the value of t_{value} is used the formula:

$$t_{\text{value}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t_{value} : value t

r : the score of coefficient correlation

n : the number of samples

Therefore, by the formula above it was known that:

$$r = 0.639, n = 42$$

$$t_{\text{value}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{\text{value}} = \frac{0.639\sqrt{40-2}}{1-0.639^2}$$

$$t_{\text{value}} = \frac{0.639 \times 6.324555}{0.769207}$$

$$t_{\text{value}} = \frac{4.041391}{0.769207}$$

$$t_{\text{value}} = 5.253972$$

Based on the calculation above, $\alpha = 0.01$ and $n = 42$ so, $df = n - 2 = 42 - 2 = 40$ and t_{table} was 2.704 at 1 %. So, it can be seen that $t_{\text{value}} \geq t_{\text{table}}$ ($5.253972 \geq 2.704$). Therefore, the result was the H_a is accepted and H_o is refused. In this case, the students' GPA score (variable X) have moderate relationship to students' TOEFL score (variable Y).

3. Interpretation of the Result

In this study, the researcher made the categorization interval of correlation power. So, it can be concluded that the result of this research ($r = 0.639$) there had an moderate significant correlation between variable (X) GPA score and variable TOEFL score (Y). Therefore, the alternative hypothesis (H_a) was accepted, and the Null Hypothesis (H_o) was rejected. The result was looked at from interpretation orientation as follow:

Table 4.25 Interpretation of Orientation

The Amount of "r" Product Moment	Interpretation
0.00-0.20	There is no correlation between variable X and Y yet is very low so that it is regarded there is no correlation.
0.20-0.40	There is a low correlation between variable X and variable Y.
0.40-0.70	There is moderate correlation between variable X and variable Y.
0.70-0.90	There is a high/strong correlation between variable X and Y.

0.90-1.00	There is a very high/strong correlation between variable X and variable Y.
-----------	----------------------------------------------------------------------------

Based on the interpretation by Sudijono (2007, p. 193) above, if the value of r_{xy} is on 0.40-0.70. So, between variable X and variable Y, there is average correlation. The result of the calculation that was counted by the product moment above showed that the result was 0.639. So, that H_a was accepted, and H_o was rejected.

C. Discussion

From the description of the data, it indicates that there was a positive moderate correlation between students' GPA scores and their TOEFL scores. The score of correlation coefficient obtained was 0.639 which is in the interval of 0.40 – 0.70 it was interpreted as moderate correlation, so there was a moderate positive correlation between the students' GPA scores and their TOEFL score and it can be describe that students' GPA scores sometimes could predict students' TOEFL scores and sometimes were not. Therefore, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Students' GPA score gives a contribution 40.8321 % to students' TOEFL scores of English Education Study Program at IAIN Palangka Raya on the academic year 2015. Based on the information it can be concluded the higher GPA score that the students have also the higher TOEFL score that they get. The possible reason of this result were probably because there were other factors that affect students' GPA and TOEFL scores.

The same result also found in study from Putri (2018), She found that there was a positive significant relationship between TOEFL score

and GPA score of English Department's Students at Ar-Raniry State Islamic University Darussalam Banda Aceh, even though she only measured student's GPA score in seventh and eight semesters. In addition, the previous study by Sahragard, Baharlo & Soozandehfar (2011), this study also pointed out that there is a significant positive relationship between language proficiency which measured by TOEFL score and academic achievement which measured by GPA scores of 151 students in English Literature at Shiraz University of Iran. Moreover, a study conducted by Ghenghesh (2015), the result showed that there is a positive but moderate relationship between students' proficiency in English and their overall academic performance which is known by their GPA score.

On the other hand, a study by Wait and Gressel (2009) found that academic performance or students' GPA score is less dependent on English language proficiency or their TOEFL score. It meant that there was less correlation between Engineering students' GPA score and their TOEFL scores. In addition, Cho and Bridgeman (2012) also found that there is a small correlation relationship between TOEFL iBT scores and GPA with $r = 0.16$ for the group of graduate students and $r = 0.18$ for undergraduate students. And the same case with Arcuino (2013), he also found that there is weak correlation existed between TOEFL iBT scores and GPAs with $r = 0.14$. Moreover, a study by Thi Vu & Hoang Vu (2013) they claims that there is no correlation between TOEFL score and GPA score from their study that showed $r = -0.272$, the negative trend indicated that some participants had a high TOEFL scores but not a perfect GPA of

four, and that some had a perfect GPA of four but not high TOEFL scores. However, the TOEFL score were not found to be an accurate and effective predictor of academic performance as measured by GPA.

The possible reasons why this study has moderate positive correlation is because the accumulation of students' GPA scores were took from their score on first semester until eight semester. So it could many factors that affect them to get the score in each English courses, even they skill or ability from first semester untill eigh semester were different. On the other hand, students did TOEFL test on eight semester and their skill or ability in English probably had been improved. So thats why students' GPA scores sometimes could predict students' TOEFL scores and sometimes were not.

Related to the theories above and related with this study, the researcher concluded that students' GPA score in English education study program plays a role in improving their TOEFL score even though in different level, as Nodoushan (2009) also argues that GPA in many countries is one of the most important factors that could affect students' performance universally, and from this study it can be as evidence that GPA also could predict students' TOEFL score.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the study. The researcher explains the conclusion of the study and some suggestions to the future researcher.

A. Conclusion

Based on the manual calculation and more using SPSS 20.0 program with Pearson Product Moment formula then the result showed that the r_{value} was 0.639. It belong to moderate positive correlation. It meant that if GPA scores increases then the students' TOEFL score will also increase but on an moderate level. It meant that sometimes GPA score could affect students' TOEFL score. Then, the Coefficient of Determination is 40.8321 %. It meant that GPA scores gave 40.8321 % contribution to TOEFL score. Meanwhile, 59.1679 % influenced by the other aspects, the possible reasons why this study has moderate positive correlation is because the accumulation of students' GPA scores were taking from their score on first semester until eight semesters. So it could many factors that affect them to get the score in each English courses,

even they skill or ability from first semester until eighth semester were different. On the other hand, students did TOEFL test on eighth semester and their skill or ability in English probably had been improved. So that's why students' GPA scores sometimes could predict students' TOEFL scores and sometimes were not.

Moreover, the result of the calculation was counted by Pearson product moment and showed that the r_{value} was 0.639. It is higher than t_{table} 0.3932 at 1% significance level so that Alternative Hypothesis (H_a) which stated there is a significant correlation between students' GPA and TOEFL score was accepted and Null Hypothesis (H_o) which stated there is no correlation between students' GPA and TOEFL scores was rejected.

B. Suggestions

For a better understanding of this research, it is highly suggested that:

1. For Students

All students of English Education highly suggested to learn TOEFL test material and prepare the TOEFL test well even they could learn it from their first semester, and also take more seriously in TOEFL test training. So, it could improve their skill also their performance in answering the TOEFL test.

2. For Lecturers

All of the lecturers in the English Education Study Program could encourage their students to learn TOEFL test more seriously and put the material in comprehension courses.

3. For Researcher

Future research is suggested to analyze not only the correlation between students' GPA and TOEFL score but also the factors that could affect both students' GPA and TOEFL score in English courses, it meant that future research suggested to do the same topic with qualitative design.

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